



Assessment Policy

Policy Details:

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Next review: September 2022

Policy history:

November 2020	Policy updated	Steph Watson, Vice Principal
November 2017	Policy written	Rob Lawrie, Vice Principal

This policy was reviewed at the Local Advisory Board Meeting in Autumn 2 2020.



Assessment Policy

Introduction

Wistaston Church Lane Academy values the success and achievement of every pupil and we strive to ensure that each child realises their full potential. Assessment allows us to track an individual's progress on their learning journey. Assessments, through monitoring of children's work, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Assessment approaches

At WCLA, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: *day-to-day formative assessment*, *summative assessment* and *nationally standardised summative assessment*.

Formative assessment

Effective formative assessment is the day-to-day assessment which is carried out by teaching staff and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments
- Peer marking

Summative assessment

Effective summative assessment enables:

- **The Senior Leadership Team** to monitor the performance of pupil cohorts, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals



- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching and identify where interventions may be required
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Children at WCLA sit termly summative tests and progress and attainment data for Reading, Writing and Maths is recorded on the assessment system 'Insight'. These assessments are carried out in the Autumn, Spring and Summer terms. These judgements will relate to the National Curriculum age related expectations and will state whether a child is **working towards** age related expectation, **on-track for** age related expectation or at **greater depth**. In some instances, children may be working at a level that is judged as **pre-key stage**. In these cases additional support will be in place to help get them back on track. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example:

- Termly NFER tests
- Short end of topic or unit tests or tasks
- Reviews of progress against individual targets for pupils with SEN

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of the Reception year
- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

Ongoing Teacher Assessment

At Wistaston Church Lane Academy, we also complete termly teacher assessments for Reading, Writing and Maths as we want to build a broad picture of children's strengths and areas for development. These teacher judgements are based on the collation of data from the following sources:

- Summative assessment scores
- Ongoing work recorded in the books
- Reponse to questioning
- Application in practical tasks.
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Progress

How do we define expected progress at Wistaston Church Lane?

Expected progress differs from child to child. Expected progress for pupils in KS1 is determined by the scores they achieved through teacher assessment and evidence when leaving the EYFS. Progress for pupils in KS2 is determined by the scores they achieved in the SATs tests in Year 2. As pupils achieve different results at each of these stages, expected progress is personalised for each child.



If a learner has specific learning difficulties then expected progress will be measured in a way that is specific to the child. Progress is monitored carefully by Key Stage Leaders and progress is discussed at pupils progress meetings to identify pupils that are not making the expected progress. This then allows teachers and other additional adults to focus support to these children.

What assessment looks like in each year group:

Year Group	Assessment Type	How we report to parents
Reception	<ul style="list-style-type: none"> • Baseline assessment in the Autumn term. • Regular assessment throughout the year, in the form of observations, against the early years curriculum statements. • Formal teacher assessment of the EYFS Profile in summer term. • Reading is assessed throughout the year through our book band reading system. 	<ul style="list-style-type: none"> • Online Learning Journey – Tapestry • End of Year Report • Parent/Carer Evenings • Mid-Year Reviews • Reading progress is recorded in Reading Diaries
Year 1	<ul style="list-style-type: none"> • Reading is assessed throughout the year through our book band reading system. • In the Autumn term there are no formal assessments however children are assessed through observation. • Spring and Summer Term NFER assessments for Reading and Maths. • Ongoing writing assessments throughout the year. • National Phonics Screener (June) 	<ul style="list-style-type: none"> • Reading progress is recorded in Reading Diaries • Parent/Carer Evenings • End of Year Report including Phonics results • Mid-Year Reviews
Year 2	<ul style="list-style-type: none"> • Reading is assessed throughout the year through our book band reading system. • Autumn and Spring Term NFER assessments for Reading and Maths. • Ongoing writing assessments throughout the year. • National SATs tests (June) • Phonics re-sits for pupils that didn't pass in Year 1. 	<ul style="list-style-type: none"> • Reading progress is recorded in Reading Diaries • Parent/Carer Evenings • End of Year Report including Teacher Assessment Levels • Mid-Year Reviews • Scaled scores from KS1 SATs are available on request
Year 3	<ul style="list-style-type: none"> • Reading is assessed throughout the year through our book band reading system. • Termly NFER assessments for Reading and Maths. • Ongoing writing assessments throughout the year. 	<ul style="list-style-type: none"> • Reading progress is recorded in Reading Diaries • Parent/Carer Evenings • End of Year Report • Mid-Year Reviews
Year 4	<ul style="list-style-type: none"> • Reading is assessed throughout the year through our book band reading system. • Termly NFER assessments for Reading and Maths. • Ongoing writing assessments throughout the year. • National Multiplication Tables Check (June) 	<ul style="list-style-type: none"> • Reading progress is recorded in Reading Diaries • Parent/Carer Evenings • End of Year Report • Mid-Year Reviews
Year 5	<ul style="list-style-type: none"> • Reading is assessed throughout the year through our book band reading system. • Termly NFER assessments for Reading and Maths. • Ongoing writing assessments throughout the year. 	<ul style="list-style-type: none"> • Reading progress is recorded in Reading Diaries • Parent/Carer Evenings • End of Year Report • Mid-Year Reviews
Year 6	<ul style="list-style-type: none"> • Reading is assessed throughout the year through our book band reading system. • Autumn and Spring Term practice SAT's assessments for Reading, SPaG and Maths. • Ongoing writing assessments throughout the year. • National SATs tests (May) . 	<ul style="list-style-type: none"> • Reading progress is recorded in Reading Diaries • Parent/Carer Evenings • End of Year Report • Mid-Year Reviews • SATs Result Report



Data Analysis

Our assessment information is stored in a website called Insight which enables teachers and school leaders to analyse the data to inform school decisions.

Headline School Figures

There is an expectation for all academies to publish on their website the following:

- percentage of pupils who've achieved the expected standard in reading, writing and maths
- average progress that pupils have made in reading between KS1 and KS2
- average progress that pupils have made in writing between KS1 and KS2
- average progress that pupils have made in maths between KS1 and KS2
- percentage of pupils who've achieved a higher standard in reading, writing and maths
- your pupils' average score in the reading test
- your pupils' average score in the maths test
- how many pupils within our Year Six cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform self-rescue in different water-based situations.

We may also choose to publish:

- the percentage of pupils achieving a Good Level of Development (GLD) in Reception
- the percentage of pupils passing the Year One Phonics Screener
- the average score for pupils in the Phonics Screener
- the percentage of pupils passing the Year Two Phonics Screener re-sits
- the teacher assessment levels in Reading, Writing and Maths in KS1 including the percentage working at the expected standard and the percentage working at a higher standard
- the percentage of pupils who have achieved the expected standard in the KS2 Grammar, Punctuation and Spelling test

We may add a comparison to previous years and to national benchmarks.