



"...Think MORE; Be a Westmorland Warrior"

# **Assessment Policy**

# **Westmorland Primary School**

**Autumn Term**

**2024**



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## **Our Vision for Assessment**

We believe in the statement that all forms of assessment should be used to improve teaching and learning.

At Westmorland we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning.
- Simple to use and understand.
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning.
- Provides reliable information to parents about how their child is doing
- Ensures that Westmorland is keeping up with external best practice

### **Formative Assessment**

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

### **Westmorland Progression of Skills**

Our progression of skills document is used for all planning and assessment needs. We must plan and teach correctly, to be able to assess correctly, against the skills that make up the national curriculum objectives. Our bespoke Westmorland Progression of skills document is our go to document.



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The Progression of Skills document for each year group stipulates a benchmark standard for children on entry to that year group. Children not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the document to previous year group expectations. All progression documents are also organised by strand so that teachers can also see strengths and areas of development for different areas within a subject.

We have a separate progression of skills and progression of content/knowledge documents.

## **Marking**

(See Marking and Feedback Policy.)

Marking is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet pupils' needs.

Marking indicates to the pupil what they have achieved and what they need to try to do next / how they can improve their work. We mark to learning objectives set, and we identify how children can improve their work or move on. In addition to marking to objectives, pupils' common errors should regularly be brought to the child's attention so that they are able improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc...

## **Core Assessment**

Assessments for Maths, Reading and Writing are recorded on SIMS at the end of each full term.

In order to show children's true development in writing, we encourage an independent write following a scaffolded piece of writing. This allows the children to independently demonstrate the skills and structures that they have acquired during that unit. Children will usually produce an independent write per half term in their profile books. During the termly assessment cycle (Autumn, Spring and Summer), teachers will select a fiction and non-fiction piece of writing to base their assessment on. They will then use the writing progression document to provide a summative judgement of writing at those three points in the year.

For reading, benchmarking and phonics assessments are carried out when needed to progress through the levels, to inform teacher judgements and provide consistency across the school. Results of the tests taken will be recorded on a tracking grid, and teachers informed. Formative assessment of reading needs to include 'test style' questions in lessons as this will help to identify gaps in learning. The areas identified will inform future planning and through monitoring this will be evident in children's books and teacher's plans.

In Maths, children are assessed against the Maths Progression of Skills document. Children who are unable to access their year group curriculum are tracked for and assessed against the year group where the gaps are in their learning.



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Assessments must be accurate and evident in the children's' maths books and writing profiles. Moderation staff meetings will enable staff to QA their judgements, following these moderation meetings, senior staff and members of the English and Maths team will take a dip sample and re moderate levels in literacy and numeracy.

Assessments must be completed on time and deadlines met by all staff. This then enables the data to be analysed and SLT to discuss management actions.

### **Foundation Subjects Assessment at Westmorland.**

The backbone of our Foundation Subjects Assessment is the Progression of Skills Document. This document is split by year group and is organised by core strands. Children are judged to be WTS, EXS or GDS, according to how they meet these statements. We do not require a certain amount of statements to be ticked to achieve a certain standard. Rather, teachers use the document to help them form an overall judgement of attainment for the year. The document is also used formatively; teachers plan from it to ensure all areas of the curriculum are covered and met.

These assessments are to be completed using the schools agreed assessment sheets for each half term topic in RE, Science, DT, art, music, Spanish, PE, dance, computing, history, geography, PHSE.

All children who are working below or above need to be assessed on the sheets. This assessment can be done at the end of every lesson to ensure that the task is accurate and not onerous at the end of each half term. This data is due at the end of each half term for Subject Leaders to monitor.

Floor books:

We use floor books for PHSE, RE, Geography, History, and Computing. These are to be completed each week with a variety of evidence – work, pupil voice, diagrams, pictures, written work, photographs, models, collaborative work. These are use to evidence learning in these subjects.

### **Statutory National testing**

During their time in school children will sit four external national tests. These are as follows:

Reception – Children participate in the government statutory screen within 6 weeks of starting

Reception – EYFS profile – submitted in June

Year 1 – Phonics screening test – June

Year 2 - KS1 SATS in Reading, Writing, SPaG and Mathematics – June – internally marked and teacher assessment provided

Year 4 – MTC - June



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Year 6 – KS2 SATS in Reading, SPaG and Mathematics –June – externally marked. Teacher assessments in Writing (informed by the SPaG), Reading and Mathematics

## **EAL**

All EAL pupils are assessed within the first two weeks of their arrival to Westmorland. Progress in the acquisition of English is regularly assessed and monitored. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition. The NASSEA EAL Assessment Framework is used to assess children's speaking, reading and writing in English. This is a working document that shows progress over time and is used to set personalised targets.

If after 2 months of joining Westmorland, the class teacher feels the child is not making progress, the EAL Lead will set up an L1 assessment. This is an assessment with an interpreter of the child's first language present to help identify whether an SEND assessment is required.

## **Children with SEND**

See Special Educational Needs and Disabilities Policy

## **Target Group**

The Target group teacher is responsible for the ongoing assessment of the children in relation to their SEN support or EHCP targets. These targets are worked on regularly over the week through the main nurture lessons, group work and targeted 1:1 sessions. Once a child can consistently achieve a particular target, a new one will be set so that maximum progress can be made. Where appropriate, the class teacher will add to the assessment of targets through their mainstream class perspective.

Progress is tracked on nurture's progression of skills document which is cross referenced to Stockport's SEND standards. The nurture group teacher ensures that data in relation to the children is input to the school's SIMs system so that progression can be clearly tracked over time. Due to the nature of the children's rate of learning, progression is also tracked on Stockport's SEND standards to demonstrate and celebrate the small steps of progress that the children are making.

The nurture group teacher offers a weekly drop in session for class teachers so that progress updates can be shared. This cohesive approach to working ensures a continuity against targets in both settings as well as providing opportunity for discussion as to how each child can best be included in their mainstream class environment.



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All of the children in the Target class are assigned to a mainstream class where they are registered and begin and end each day. All of the children return to their mainstream classes for Science, PE, Music, Art, Dance, PSHE and Computing as well as any assemblies, special events or trips that take place. This inclusion enables them to play an active role with their peers and share experiences that are central to primary school life. Some children also return to their mainstream class for subjects that are a particular strength for them, such as maths, so that they can access the curriculum content that is most appropriate for their stage of learning.

### **Reporting to parents**

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through newsletters, online curriculum maps, reading journals, reports, open days, parental workshops and the website. Parents have regular opportunities to discuss their child's progress with teachers. Formal parents evenings are held in twice a year. A full report is sent to parents at the end of the year. The report will cover the child's performance in all National Curriculum subjects.