



# Wildground Federation Assessment Policy

**Children's education should help them use and develop their talents and abilities. It should also help them to live peacefully, protect the environment and respect other people. Article 29, UNCRC**

## **Rationale for Assessment**

Assessment is integral to effective teaching and learning and must focus on facilitating all children to learn and make progress. Its purpose is primarily to inform pupils, teachers (defined as an adult guiding, supporting and enabling a child's learning), parents and school leaders about progress and to identify next steps in learning. Effective assessment must strike at the heart of raising achievement and is a key factor in challenging underachievement

## **Key Principles and Aims**

The following key principles of assessment are the principles by which we are guided in all our assessments at Wildground Federation.

### **1. The child is at the heart of assessment**

Good assessment:

- helps develop successful learners
- recognises strengths and areas for development, and clearly identifies ways for children to make progress
- is based around children's needs and leads to improved attainment and progress
- encourages children to take a central role in their own assessment.

At Wildground Federation we believe that assessment should motivate children we should help them understand what assessment is for and how they can use it to develop as successful learners.

One key way of achieving this is to ensure that all children are actively involved in ongoing assessment conversations with those involved in their learning to celebrate their achievements, recognise their strengths and identify priorities for future learning and how these could be achieved. Having a central role in their assessment helps children to take greater responsibility for their own learning, builds their confidence and helps them make progress.

### **2. Assessment needs to provide a view of the whole child**

Assessment needs to provide a view of the whole child. We will

- value and include a wide range of attitudes, dispositions and skills, as well as achievement in subjects
- draw on a broad range of evidence, including beyond the school where possible
- involve those that know the child best – including parents, peers and members of the wider community.

The curriculum aims to develop the whole child and assessment should reflect this. Assessment then creates a rounded picture of the child that values the broad range of attitudes and skills found in the aims of the curriculum and essentials for learning and life. For assessment to be effective, teachers need to draw on evidence across and beyond the school environment, and parents/carers, peers or members of the wider community should contribute to the assessment of a child's achievement. Making these kinds of links can be particularly motivating for children as it helps them to connect the skills and aptitudes they show outside school with those needed to succeed in the classroom

Assessment in its wider sense includes information about **all** achievements. We are a strongly inclusive school and as such will assess and monitor a range of achievements for SEND children including using specific assessment information about their progress and attainment related to their identified need. i.e. social and emotional progress; progress in specific learning for those with specific learning needs.

### **3. Assessment is integral to teaching and learning**

Embedding assessment in teaching and learning:

- is essential in creating personalised learning
- helps teachers to be flexible enough to recognise learning as it happens
- results in decisions and actions from both day-to-day interactions with children and through taking a periodic overview of progress.

To be effective, assessment needs to be flexible enough to recognise when learning is happening which means understanding that the curriculum offers a wide range of experiences and activities, which can generate many different types of learning evidence. When assessment is at the heart of classroom teaching, it enables teachers to personalise discussions about the next steps for children and shape teaching to best suit their children's needs. It should avoid the idea of fixed ability.

Planning is required to make flexible learning and assessment effective – assessment information is most useful when children can take initiative in classes and pursue ideas for themselves rather than relying on their teacher's instruction. In order to have an impact, assessment must result in decisions and actions for both the teacher and the child. This is achieved in the short term through day-to-day interaction between children and teachers, and in the medium and longer term by taking a periodic overview of progress that draws on a full range of evidence. In our school you will see assessment for learning and assessment opportunities planned into specific lessons.

### **SEND**

Pupils with SEND and disabilities will particularly benefit from the principle embodied in the new National Curriculum which advocates understanding key concepts before moving onto the next phase of learning. This should enable teachers to become better informed about pupils' individual learning needs. It should also better inform the teaching approaches and interventions they use to support pupils in making progress in their learning.

### **4. Assessment includes reliable judgements about how children are performing related, where appropriate, to national standards and age related expectations**

Assessment includes reliable judgements about how children are performing, related where appropriate to national standards and expectations.

- linking assessment to national age related expectations is essential:
  - for consistency within and across schools
  - for tracking progress and setting targets
  - for evaluating impact
- schools' assessment systems should support teachers and give them opportunities to develop their assessment expertise.

National age related expectations are an entitlement for all children. We will use them to assess children's progress and focus our teaching.

Teachers can develop their confidence and expertise in assessment by sharing and discussing with each other their evidence of children's progress. These opportunities to compare evidence will increase the reliability of teachers' assessment judgements. Regular time in either staff meeting or INSET will be given to standardisation activities against National age related expectations.

### **Formative and Summative Assessment at Wildground Federation**

In essence formative assessment is *Assessment FOR Learning* and summative assessment is *Assessment OF Learning*.

The key factor in assessment for learning is that feedback is given to the child in order for them to move their learning forward and help them identify the next steps in their learning.

### **Assessment for learning in action**

We believe that there are five key features of assessment for learning:

- Active involvement of children in their own learning;
- Adjusting teaching and planning to take account of the results of assessment;
- Effective feedback to children;
- A recognition of the profound influence assessment has on the motivation and self esteem of children, both of which are crucial influences on learning; and
- The need for children to be able to assess themselves and understand how to improve.

### **Formative Assessment in action**

- Planning which has been written on and adjusted to take light of assessments made
- Differentiated activities tailored to pupils abilities providing challenge and support
- Quick questioning within a lesson about their own personal targets
- Personal targets set by either the teacher or the child (preferred)
- Lesson objectives and success criteria evaluated by pupils in self assessment
- Teachers jottings at the side of the page which a child has acted upon whilst engaged in the task
- Teachers jottings in a notebook or mark book of incidental observations
- Evidence of a choice of personal learning
- Children's self-assessment of work
- Interviews and discussions with children
- Planned observations
- Teacher analysis of the work children have done

Although assessment for learning takes place daily and in every lesson, it may not be all children who are being assessed. Also see marking policy for details of feedback to children.

## **Summative Assessment in action**

We also believe that summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment. It will also help to validate teachers assessments which can be open to interpretation of how 'independent' children have been. It will also enable the school to self evaluate and adjust its resources according to need and progress of the children.

## **When and how will we use?**

- We operate a regular programme of summative assessment at the end of topics, SEN reviews and at the end of an academic year. (see Appendix I)
- We will use a software programme (Target Tracker) for setting high expectations for all pupils checking to see which individual pupils are on track to reach age related expectations.
- For summative testing of children we will use progress and attainment tests at various points through the year making careful consideration to the age and stage children are working at.

## **Sharing Information with Parents/Carers**

At Wildground Federation we work in partnership with our parents/carers. They will be kept informed of children's achievements through regular newsletters, parent's evenings and the annual school report. There will be other opportunities, as the need arises, to discuss progress and assessment results with parents/carers and this will be done on a personal level.

Parents of children with SEND will have invited opportunities throughout the year to discuss their children's progress with both the class teacher and SENCO using their child's Pupil Progress Plans. Their views are incredibly important to us. Parents of children with EHCP will also be invited to attend annual reviews.

Parents and carers of Looked After children will have additional meetings during the year through the creation of a PEP and subsequent reviews to discuss needs, targets, interventions and impact.

## **Transition and Transfer**

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve their full potential. On transferring to a new year group some children with more complex needs may have an IPA meeting set up with school staff and parents to ensure everyone involved in the transition of a child is aware of that child's needs.

When children move schools, information is sent through the CTF (common transfer file).

## **Keeping up to date**

The respective Heads of School are responsible for Assessment in Wildground Federation. They attend briefings and network meetings with other schools to keep them up to date with the latest thoughts and pedagogy on assessment.

Each term governors are given school data to analyse and discuss. Senior leadership team keep them up to date with assessment practices and governors are invited to attend INSET about assessment. Governors are encouraged to attend governor training on data and assessment and feedback to the whole governing body on a regular basis.

## Appendix I

### Calendar of Summative Assessment

Month		Type of summative assessment	Responsibility
Autumn	Sep	<ul style="list-style-type: none"> <li>• Y1 Phonics Screening Check to provide baseline information</li> <li>• Pupil Progress Plans written for PP and SEN children</li> </ul>	<ul style="list-style-type: none"> <li>• Y1 class teachers &amp; English Leader</li> </ul>
	Oct	<ul style="list-style-type: none"> <li>• Moderation against age related expectations</li> <li>• EYFS Baseline completed and submitted</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• EYFS staff</li> </ul>
	Nov	<ul style="list-style-type: none"> <li>• Summative test check against age related expectations</li> <li>• Target tracker updated with Summative assessment</li> <li>• Data check and summary</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers &amp; LSAs</li> <li>• Class teachers</li> <li>• Heads of School</li> </ul>
	Dec	<ul style="list-style-type: none"> <li>• Moderation against age related expectations</li> <li>• Data analysis - Raise online and current progress- Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Governors</li> </ul>
Spring	Jan	<ul style="list-style-type: none"> <li>• Year 6 SATs- Progress update</li> <li>• Moderation against age related expectations</li> <li>• Pupil Progress Plans reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 teachers</li> <li>• SLT</li> <li>• Class Teachers</li> </ul>
	Feb	<ul style="list-style-type: none"> <li>• Summative check against age related expectations.</li> <li>• Target tracker updated with Summative assessment</li> <li>• Data check and summary</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Class teachers</li> <li>• Heads of School</li> </ul>
	March	<ul style="list-style-type: none"> <li>• Moderation against age related expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> </ul>
	April	<ul style="list-style-type: none"> <li>• Year 6 Mock SATs</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 Teachers</li> </ul>
Summer	April	<ul style="list-style-type: none"> <li>• Moderation against age related expectations</li> <li>• Pupil Progress Plans reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Class teachers</li> </ul>
	May	<ul style="list-style-type: none"> <li>• Year 6 SATs</li> <li>• Year 2 SATs</li> <li>• Summative check against age related expectations for Y2 and Y6</li> <li>• Target tracker updated with Summative assessment</li> <li>• Data check and summary for Y2 and Y6</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 teachers</li> <li>• Year 2 teachers</li> <li>• Class teachers</li> <li>• Class teachers</li> <li>• Heads of School</li> </ul>
	June	<ul style="list-style-type: none"> <li>• IEP's reviewed</li> <li>• Moderation against age related expectations</li> <li>• Y1 Phonics Screening Check</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• SLT</li> <li>• Year 1 teachers</li> </ul>
	July	<ul style="list-style-type: none"> <li>• Summative check against age related expectations.</li> <li>• Data check and summary</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers- not year 6</li> <li>• Heads of School</li> </ul>

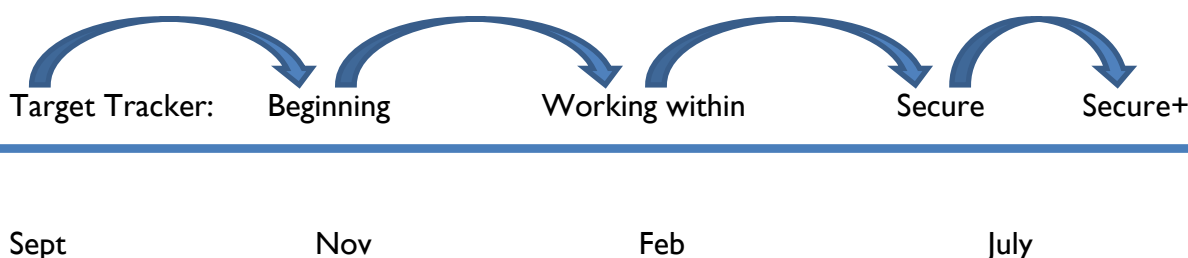
## Appendix 3

### Expected and Exceeding Progress at Wildground Federation

At Wildground Federation we use Target Tracker to record steps of progress and ongoing formative assessment. Teacher will continuously draw on day to day teaching and assessment which reveals pupils understanding and misconceptions. Periodically we shall have an assessment time where we review each child and assess their current attainment against key objectives for the year. These key points will be in November, February, early May and July. In EY there will also be a baseline judgement made in the early autumn term in line with DFE guidance.

#### A Phased Approach

The objectives for the year in English and Maths will be delivered in a phased approach and so that objectives are built upon each other term by term. This will enable children to deepen learning. The expectation is that the majority of children will have secure knowledge and understanding of their current year objectives by the end of each academic year.



#### Target Tracker Codes and how to assess against them

**B - Beginning** → Has understood all of the Key Performance Indicators (**bold**) from the objectives from the previous year band and started some from the current year.

**W - Working Within** → has consolidated the Key Performance Indicators from term 1 and is working on the other KPI's and objectives for the current year band.

**S – Secure** → has achieved all Key Performance Indicators for their current year band and most of the others.

**S + 'Mastery'** → Has achieved all the objectives for their year band and is able to apply in a range of contexts with independence and fluency.

## **Definition of 'Progress'**

### **Expected progress**

Expected progress is defined as 3 steps on Target Tracker. This will mean that the pupil who is 'secure' in the previous year, at the beginning of the next year, will be 'secure' by the end of the next year in their current year band. In EY this means a child being Expected/2 against the Early Learning Goals.

### **Exceeding progress**

Exceeding progress is working in S+ or has made more than 3 steps from their starting point. This could be pupils in their current year band moving to 'Secure +' on target Tracker or pupils catching up because they are not currently in their correct year band. In EY this means a child Exceeding/3 against the Early Learning Goals.

**Exceptional pupils** may well exceed progress by moving into the next year's band.

### **Target Setting and Predictions**

Teachers and Senior Leaders will set progress targets for all pupils in September with an expectation that, where possible, pupils who are currently not in the correct band exceed expected progress in order to catch up. Progress will be reviewed in November, February, May and July.