



**Weetwood Primary School**  
**Assessment Policy**  
**Written September 2011**  
**Last Review: November 2011**  
**CURRENTLY UNDER REVIEW**

Assessment is an integral part of the planning, teaching and learning cycle. It is a continuous process based upon the considered interpretations of Early Learning goals and the National Curriculum's Level Descriptors. It is a systematic process to be carried out in accordance with this policy.

At Weetwood School we use the following types of assessment

**Formative:** This is ongoing assessment carried out by teachers both formally and informally during a unit of work e.g. spelling tests, marking of work, etc. The results of formative assessment have a direct impact on the teaching materials and strategies employed following the assessment. Results and observations of formative assessments are also fed back to pupils and noted by teachers.

**Summative:** These occur at defined periods of the academic year such as predetermined eProfile, SATs or tests at the end of units of work in Numeracy, Science or Literacy. Summative tests help teachers make best fit assessments year in year.

**Self:** Pupils are encouraged throughout the school to assess their own work. This is done in an age appropriate manner and achieved in an informal way. E.g. a teacher may ask a class/group to show by thumbs up, down or in between how confident they felt about the learning intention, smiley faces may also used. The results feed directly into the teachers' planning

### **Assessment in action**

Assessment is an ongoing process. At Weetwood we will:

- Evaluate pupil's learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make to set individual, challenging targets in numeracy and literacy on a regular basis, and discuss these with the pupils so that they are involved in the process
- Share these targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Assess all subjects termly using a common format and make relevant comments about pupil's progress, especially those working below or above the national average
- Pass on the assessment file to the next class teacher so children can be tracked as they progress through the school.

### **Assessment Evidence**

Each class teacher is responsible for maintaining formative assessment material.

Subject leaders keep a portfolio of written, ICT generated or photographic evidence of a range of pupil's work. Summative assessments are administered throughout the year, recorded and kept in the class pupil tracking file and by the HT centrally.

## **Assessment calendar**

### **Oct/Nov**

- Key Stage 1 and 2 - assessments will be made in reading, writing and maths
- In Foundation Key Stage assessments against EYFSP will be made on entry and in Reception were appropriate.
- In Reception, all children will be assessed against the eProfile, as appropriate.
- All pupil tracking information updated by class teacher.
- School's tracking system updated by Head Teacher.
- Pupil progress meetings with Head Teacher
- Intervention groups reviewed by Intervention Manager.
- Meetings with parents to discuss progress.

### **March/April**

- Key Stage 1 and 2 assessments will be made in reading, writing and maths.
- In Foundation Key Stage assessments will be made against EYFSP.
- In Reception all children will be assessed against the eProfile, as appropriate.
- All pupil tracking information updated by class teacher.
- School's tracking system updated by Head Teacher.
- Pupil progress meetings with Head Teacher.
- Intervention groups reviewed by Intervention Manager.
- Meetings with parents to discuss progress.

### **May/June**

- eProfile completed.
- Key Stage 1 and 2 assessments will be made in reading, writing and maths.
- National assessment test for phonics for Y1 (from 2012)
- National assessment tests or tasks for Y2 administered by class teachers following statutory guidelines.
- National assessment tests for Y6, administered by class teachers following statutory guidelines.
- Optional QCA tests for Y3, 4, 5 in maths are administered by class teachers.

- INFER reading assessment for Y3, Y4, Y5 and Y6.
- All pupil tracking information updated by class teacher.
- School's tracking system updated by Head Teacher
- Pupil progress meetings with Head Teacher.
- Written progress reports for parents.

### **Monitoring and Evaluation of Assessment**

It is the role of the school's assessment co-ordinator to oversee the implementation of this policy.

The co-ordinator will:

- Formulate the school's assessment policy in consultation with the Head Teacher staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information

The Head Teacher will:

- Resource school with relevant tests
- Maintain the 'tracking file' and consult with all staff about the targets set
- Highlight pupils who have made little or no progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

### **Reporting**

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Weetwood School we will:-

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in the target setting process;
- Provide an end of year written report. This will include results of statutory tests and assessments where appropriate, give information relating to progress generally and in particular give attainment levels in reading, writing and maths.
- Discuss pupil progress at the request of a parent/carer by appointment.

