

WILLERBY CARR LANE PRIMARY SCHOOL



Assessment Policy

The Purposes and Principles of Assessment

“The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.”

Final report of the Commission on Assessment without Levels September 2015.

At Willerby Carr Lane Primary School good assessment ensures that

- Teaching is accurately tailored to pupils’ abilities so that all pupils make good progress.
- Pupils know what they are learning, what they have achieved and how they can improve. They are involved in self-assessment, take responsibility for their learning and feel confident that they can succeed.
- Leaders and Governors accurately track the progress of individual and groups and intervene to ensure that all pupils make good progress.
- Parents are kept well informed of their children’s attainment and progress and how they can support at home.

Planning and on-going assessment

- Teachers’ plans should be clear about learning outcomes.
- Teachers should use a range of assessment strategies including questioning, speaking and listening activities.
- Feedback should be used to help pupils with their next steps: teacher to child, child to teacher and child to child.
- Assessment should lead to refinements in planning.

Sharing Learning Objectives and Success Criteria



Every lesson has a clear learning objective called **WALT** (We Are Learning To.....) and pupils are clear what the lesson aim is. The pupils are more focused on the reasons for doing the task and can more readily see the importance of the learning.

WALT may be written up as a title by children – if so, they should be concise or as an ‘I can’ statement e.g. I can write a story beginning

WILF (What I Am Looking For...) is also used so that pupils understand what the teacher is looking for in their completed piece of work. These success criteria are written up and shared explicitly at the outset of the lessons (they can be built up with the children where possible). Success Criteria are differentiated when a range of outcomes is expected.



WILF provides a focal point for plenaries and feedback. They encourage children to take more responsibility for their learning and allow them to readily evaluate their own and other’s work and progress.

WILF should not be written in books.

Plenaries

At the end of every lesson, and sometimes at points within a lesson, the WALT is revisited – “*What have we learnt so far?*” - and both the teacher and pupils can see what has been learnt during the lesson. This helps teachers set the pace, moving on to further work if they understand or giving them more guidance if necessary.

Marking

Pupils are encouraged to see what feedback they have received and respond to it. It is important that pupils are encouraged and given the time and opportunity to respond to marking for it to be effective.

The codes for marking are displayed in all classroom areas for pupils to refer to (see marking symbols display sheet at the end of this policy).

As well as marking codes, teachers will regularly provide marking comments which recognise children’s achievements and indicate their next steps in learning. Marking comments should be consistent with the pupils’ own language skills.

Examples of next step prompts	
Reminder prompts:	Remember to use adjectives – go back and put them in where shown
Scaffold Prompts:	He was so surprised he... He barked _____ly, running around feeling very _____.
Example prompt:	He was as fast as _____ (lightning / a cheetah / ?)

We set high expectations for our pupils in line with their individual ability and potential. Work is carefully differentiated accordingly and appropriate levels of support provided by the teaching staff. In return, the pupils are encouraged to take a responsible and conscientious attitude to their own work. Where pupils’ work falls short of this expectation due to lack of effort, then they will be required to redo/ complete their work at a time in the school day chosen by the teacher.

In Early Years Foundation Stage all feedback tends to be verbal or visual. Stickers, smiley faces and short written positive responses are given on their work and the pupils usually love to wear their success stickers!

Green Pen

Teachers mark in red/blue/black pen.

Pupils respond to marking using a green pen.

Peer and self assessment

Pupils need to be given opportunities to assess their own and each other’s work, giving feedback as appropriate. Self assessment can be supported with a stuck in success criteria grid, traffic light or smiley face system.

Peer assessment complements self assessment. Pupils learn by taking roles of teachers and justifying their judgements in a peer group. Children need to be taught how to develop skills of peer and self assessment.

Individual Target Setting

In Literacy and Maths children have 2 or 3 personalised targets (sometimes known as 'emergency targets') which are referred to while they are working. These targets are related to the sets of objectives that have been drawn up for each year group. Pupils will need to master these objectives before moving on.

Teachers keep an ongoing up to date class record of which children have mastered which objectives using a paper matrix grid.

Mastery Learning for All

'Mastery learning' is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end. Assessment is built into this process. Following high-quality instruction, pupils undertake formative assessment that shows what they have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), pupils retake a parallel assessment.

The aim is secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content).

Pupil Tracking

Foundation Stage conducts baseline assessments at the beginning of the year. Children in FS have their own Early Years Profile which is updated through the year.

Summative Teacher Assessments for pupils in Years 1 to 6 are made three times a year. These assessments are based on how many of a given year's objectives have been mastered. For example:

3c indicates that a third of the objectives for year 3 have been mastered

3b indicates that two thirds of the objectives for year 3 have been mastered

3a indicates that all of the objectives for year 3 have been mastered

Summative assessments (Reading, Writing and Maths) are entered on to our electronic tracking database - RainbowPPT - by teachers at the end of each term.

It is essential that the data once collected, is analysed and acted upon. This is reviewed by SLT and at Progress Review Meetings.

Tracking reports can be produced using RainbowPPT Teacher to identify cohorts (year groups, SEN, intervention groups, gender groupings, ethnicity etc) as well as individuals, who are making above average progress and those whose progress is a cause for concern.

It is the responsibility of the SLT (including the Headteacher, SENCO, Assessment, Literacy and Maths coordinators) and class teachers to analyse the tracking reports and plan accordingly.

Foundation Subjects

Pupils are assessed against key objectives for each subject for each year group. These objectives are recorded on the whole school tracking database (FLiC) at the end of each term. This system allows for standards to be evaluated by middle and senior leaders and for detailed reports to be produced for parents.

Annual Cycle of Assessments

Early Years Foundation Stage

What?	When?	Output?	Why are we testing?
EExBA Baseline Assessment	On entry to EYFS	Overall, Grade for Well Being, Involvement, Characteristics of Effective Learning, Areas of Learning	Establish Baseline for cohort, Compare with other schools nationally, Identify SEN / Gifted
EYFSP	at end of F2	Overall, Grade for Characteristics of Effective Learning, Areas of Learning	

SATS/ TESTS

Who?	What?	When?	Output?	Why are we testing?
Year 1	Phonics Test	June	Phonics test score	<ul style="list-style-type: none"> • Mandatory DFE directive • To inform teaching and support needs as children enter Year 2. • To evaluate quality of phonics provision in EYFS/ Y1
Year 2	Past papers and actual paper	End Autumn 1 End Autumn 2 Spring 2 May	Indicative Outcome/ scaled score	<ul style="list-style-type: none"> • Identify SEN / Gifted • Assist in class grouping • Identify curricular t & l focus • Predict KS1 SATS • Inform teacher assessed end of year outcome
Year 6	Literacy & Numeracy KS2 past papers and actual paper	December February April May	Indicative Outcome/ scaled score Question level analysis	<ul style="list-style-type: none"> • SATS revision/ practise • Identify curricular t & l focus

Ongoing assessments

Who?	What?	When?	Output?	Why are we assessing?
Year 1-6	on going assessments against Mastery objectives	ongoing up to date	Class objective grid Summative judgement on Rainbow system at end of each term for Maths, Reading and Writing.	<ul style="list-style-type: none"> • To inform tailoring of teaching against Mastery objectives

Whole school screening for reading

Who?	What?	When?	Output?	Why are we assessing?
Year 1	'Reading Now' GL assessment	June	Quotient Reading Age	Identify SEN / Gifted Assist in class grouping Track progress Personalised Learning
Y2	Young Group Reading	June	Quotient Reading Age	Identify SEN / Gifted Assist in class grouping Track progress Personalised Learning
Years 3,4,5,6	NFER NGRT Reading	June	Quotient Reading Age	Identify SEN / Gifted Assist in class grouping Track progress Personalised Learning

Spelling and x tables

Individualised tracking of children's mastery of Spelling against phases and key words lists and x-tables using multiplication records.

SEN Testing

Individual testing as required, to include (this is not intended to be exhaustive):

- **British Picture Vocabulary Scale (BPVS) -**

An individual 5-8 minute test to measure receptive vocabulary for standard English
Used to help identify children who have difficulty in accessing vocabulary.

- **Boehm Test of Basic Concepts**

An individual or group pictorial multiple-choice test that measures knowledge of basic concepts considered necessary for school achievement.

- **DSTG**

Dyslexia test.

- **Young Group reading test**

Decoding and comprehension standardised test

- **SPAR spelling**

Standardised spelling test

- **Young Maths**

Dyslexia test.

Data entry guidance for Rainbow Tracking System

Year		New Expected grade	Carr Lane Points (CLP) equivalent	SEN P-Scale equivalent
EYFS	On entry	-	0	
	Xmas	Wc	1	P3/4
	Easter	Wb	2	P5/6
	Summer	Wa	3	P7/8
Year 1	Xmas	1c	4	P9
	Easter	1b	5	
	Summer	1a	6	
Year 2	Xmas	2c	7	
	Easter	2b	8	
	Summer	2a	9	
Year 3	Xmas	3c	10	
	Easter	3b	11	
	Summer	3a	12	
Year 4	Xmas	4c	13	
	Easter	4b	14	
	Summer	4a	15	
Year 5	Xmas	5c	16	
	Easter	5b	17	
	Summer	5a	18	
Year 6	Xmas	6c	19	
	Easter	6b	20	
	Summer	6a	21	
Extended	Xmas	7c	22	
	Easter	7b	23	
	Summer	7a	24	

Expected attainment.

- By end of Autumn term: 1/3 key objectives for year group met.
- By end of Spring term: 2/3 key objectives for year group met.
- By end of Summer term: All key objectives for year group met.

Expected average progress for Appraisal:

Teaching level	per term	per year	7 years
MPR 1-3	1.0 CLPs	3.0	21.0
MPR 4-6	1.1 CLPs	3.3	23.1
UPR 1-3	1.2 CLPs	3.6	25.2

Marking Symbols

Marking against WALT	
A+	Objective exceeded
A	Objective achieved
A-	Objective nearly achieved
W	Working towards the objective – more practice needed
D	Discuss with teacher
T or TA	With help from Teacher or Teaching Assistant
Marking in the margin and in the text	
/	Space needed between words
//	You need to start <ul style="list-style-type: none"> a new sentence in a text, or a new line in a poem, or a new paragraph
()	Leave this bit out
?	Does this make sense?
^	Please add a word here
V	Please improve this vocabulary
C	Please improve this connective
O	Please improve this opener
P	Please fix this punctuation error
Gr	Please fix this grammar error
Sp	Please fix this <u>spelling</u> mistake
Highlight or ✓	I really like this bit
Marking at the end of the text	
Comment	Praise recognising specific achievement
*	My wish – what I would like to see
abc	Please copy this handwriting pattern across the page
V ✓ C ✓ O ✓ P ✓	You have done well overall with your V,C,O or P (or ticks which count the number of good examples found)