



Webheath Academy Primary School

Assessment Policy 2020- 22

04 May 2020

Other policies linked to this policy :

1 : [Data Protection Policy 19-20](#)

2 : [Marking Policy 2020](#)

3 : [PE Policy 2020-21](#)

4 : [Remote Learning Policy](#)

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Team Reviewed : Full Governors

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

- Assessment is a continuous process which is integral to, and informs teaching and learning, allowing pupils to reach their full potential and to promote better than expected progress for individuals, groups and cohorts;
- Assessment is fit for purpose and provides clear, reliable information about a pupil's knowledge and understanding of key concepts and skills and the depth of that knowledge and understanding;
- Assessment provides school with the information needed to monitor and support pupil progress, attainment and wider outcomes.

4. Assessment approaches

At Webheath Academy Primary School 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 in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, 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

Formative assessment goes into the very heart of good quality first teaching, creating a circle of teaching and assessment in which focussed teaching and assessment continually reinforce each other and generate continuous progress. Formative assessment takes place within every lesson; it informs subsequent teaching and learning and is always acted upon. Formative assessment is used to:

- Provide accurate assessment information about a pupils' knowledge and understanding of key concepts and skills and whether that knowledge and understanding is secure enough to move forward onto the next phase of learning and deepening their knowledge, skills and understanding or whether further consolidation work or a different approach is necessary
- Provide assessment feedback to pupils in a way that helps them understand what they need to do to improve (See marking and feedback policy)
- Provide diagnostic assessment information that is used by teachers to inform planning, adapt teaching, identify learning gaps and ensure early intervention at the point of need

In school formative assessment should ensure pupils have regular opportunities to engage in effective question and answer during class sessions, produce work which exemplifies their learning in a variety of ways and consolidate learning with appropriate homework. Marking of pupils' work and

observational assessment contribute to formative assessment. School constantly assesses and uses current research to improve and develop their use of formative assessment. This information is used by teachers to record on milestones on Arbor, our school MIS system, and is used alongside summative assessment.

Mastery Learning

'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 onto 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', (Commission on Assessment Without Levels).

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **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

Summative assessments:

- Summative assessment will be put onto Arbor in Core subjects three times a year and once a year for all non-core subjects. These will use the Arbor flat scale referencing to age related expectations. These will be used for moderation and monitoring and shared with parents via reports.
- Summative assessment will be used to assess progress. Progress is set at 0 and is the aim for all children. However, the school wants to ensure children can close any learning gaps and aspire to reach age related targets. All children will be offered opportunities to 'go deeper' and hence aim for accelerated progress measures.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, 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
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Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- 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)
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9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards

and trends over previous years

- **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every two years by the assessment co-ordinator and the Standards Committee. At every review, the policy will be shared with the full governing board.

All teaching staff are expected to read and follow this policy. Phase Leaders are responsible for ensuring that the policy is followed.

The Headteacher and Deputy Headteacher will monitor the effectiveness of assessment practices across the school, through:

List examples of monitoring approaches used in your school – for example, moderation, lesson observations, book scrutinies, pupil progress meetings.

Staff Name	Last Open	Signature Date
Cassie Biddle	Not Yet	Not Yet
Janine Burton	Not Yet	Not Yet
Jayne Woodward	06-05-2020	06-05-2020
Kirsty Anthony	Not Yet	Not Yet
Sarah Czyrko	06-05-2020	Not Yet
Tanya Howarth	07-09-2020	09-09-2020
Zoe Pettit	10-09-2020	05-10-2020
Jo Rhodes	26-05-2020	26-05-2020
Lucie Wheatcroft	06-05-2020	06-05-2020
Alison Preece	Not Yet	Not Yet
Emma Clifton	01-05-2020	Not Yet
Angela Skidmore	06-05-2020	06-05-2020
Hollie Heffernan	Not Yet	Not Yet
Richard Showell	06-05-2020	06-05-2020
Bev Dean	11-05-2020	11-05-2020
Emma Greaves	06-05-2020	06-05-2020
Karen Allen	06-05-2020	06-05-2020
Karen Smart	11-05-2020	11-05-2020
Laura Emmerson	06-05-2020	30-09-2020
Leesa Corden	12-05-2020	12-05-2020
Rosalind Wolfe	06-05-2020	06-05-2020
Sallie Clifton	05-05-2020	05-05-2020
Sandra Davies	07-05-2020	07-05-2020
Sandra Thornewell	06-05-2020	06-05-2020
Sarah Newburn	14-05-2020	14-05-2020
Tracey Bickford	07-05-2020	07-05-2020
Fraser Parkinson	30-04-2020	05-05-2020
Glenn Mellor	Not Yet	Not Yet
Joanne Archer	19-05-2020	19-05-2020
Kate Baylis	30-04-2020	05-05-2020
Robin Lunn	03-05-2020	03-05-2020
Sarah Giles	Not Yet	Not Yet
Steve Downs	23-06-2020	23-06-2020
Lucy Rummey	Not Yet	Not Yet
Amanda King	06-10-2020	06-10-2020
Andrew Pitt	05-10-2020	05-10-2020
Charlotte Randle	05-05-2020	05-05-2020
Charlotte Robinson	Not Yet	Not Yet
Debra Foster	Not Yet	Not Yet
Debra Haywood	29-09-2020	29-09-2020
Emily Atkinson	21-09-2020	21-09-2020

Hannah Lant	23-09-2020	23-09-2020
Harriet Mayne	29-09-2020	05-10-2020
Jack Berbezier	10-06-2020	10-06-2020
Joanne Remes	05-05-2020	05-05-2020
John Cox	26-09-2020	26-09-2020
Karen Gould	Not Yet	Not Yet
Karen Osborne	Not Yet	Not Yet
Kate Cuvelot	05-10-2020	05-10-2020
Kate Gibbs	07-09-2020	07-09-2020
Katie Evans	Not Yet	Not Yet
Lisa Battey	08-09-2020	08-09-2020
Lorraine Pitt	07-09-2020	07-09-2020
Mary Haines	07-09-2020	07-09-2020
Megan Funning	07-09-2020	07-09-2020
Mel Hopkins	22-05-2020	22-05-2020
Sam Bates	Not Yet	Not Yet
Sam Salisbury	07-09-2020	07-09-2020
Samuel Cornick	Not Yet	Not Yet
Sarah Hawkes	10-09-2020	10-09-2020
Siobhan Deeny	23-09-2020	Not Yet
Support	07-09-2020	07-09-2020
Tatjana Dulic-Smit	Not Yet	Not Yet
Victoria Bowling	08-09-2020	08-09-2020