

Werrington Primary School Assessment Policy



Rationale

We believe that assessment should support good teaching and learning. It should help teachers and pupils keep track of progress and drive improvement. Assessment is for learning.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in Werrington Primary School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment

Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

Monitoring, Moderation and Evaluation

Senior managers and the Assessment Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA and within the 'Seven Stars' network; Key Stage 1 assessments are moderated every three years by the LA; Year 6 Writing assessment will be moderated three times a year in conjunction with our partner Primary and Secondary schools in the local cluster, within the 'Seven Stars' network and with the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Inform future learning

Planning identifies valid learning and assessment objectives that enable our pupils to master an area of learning before moving on to new content. 'Mark – Plan – Teach'.

Assessment without levels

EYFS

Level	'Level' Description	Approximate age band
PN2	Entering, Developing, Securing	8-20 months
PN1	Entering, Developing, Securing	16-26 months
PN	Entering, Developing, Securing	22-36 months
N	Entering, Developing, Securing	30-50 months
R	Entering, Developing, Securing	40-60 months
R	Points 3, 5 or 7	ELG

KS1 and KS2

Points	'Level' Description	Points	'Level' Description
9	Year 1 Developing	27	Year 4 Developing
11	Year 1 Expected	29	Year 4 Expected
13	Year 1 Exceeding	31	Year 4 Exceeding
15	Year 2 Developing	33	Year 5 Developing
17	Year 2 Expected	35	Year 5 Expected
19	Year 2 Exceeding	37	Year 5 Exceeding
21	Year 3 Developing	39	Year 6 Developing
23	Year 3 Expected	41	Year 6 Expected
25	Year 3 Exceeding	43	Year 6 Exceeding

Reporting to parents and governors

Each teacher provides a termly Knowledge Organiser that identifies the main areas of study for that particular class. This allows parents to support areas of work that term.

- Parents receive targets, showing levels for the core subjects.
- Parents have three Parents Evenings a year in November and March and one in July. During these teachers discuss the pupil's emotional, social and educational progress.
- If a lack of progress is noticed during a Pupil Progress Meeting, parents are informed during that term of this lack of progress and any measures required to accelerate progress.
- Parents receive a report at the end of each term informing them of their pupil's progress in all the core subjects and targets for the next year.
- Year 2 and 6 parents have a meeting in the autumn or early spring term to inform them of the statutory tests; in particular how they are carried out and how best to support their child.