



Woodside Junior School

Assessment Principles

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Rationale:

Woodside's approach to assessment is broadly in line with the findings and recommendations of the *Final Report of the Commission on Assessment Without Levels* published by DfE in September 2015. From September 2015, national curriculum levels were no longer used for statutory assessments. Assessment without levels gave our school the opportunity to develop our own approaches to assessment that focus on teaching and learning and are tailored to the curriculum followed by the school.

Aims:

The aims of assessment are;

- to value individual achievement and set achievable goals,
- to give basis for summative statutory report of progress to parents, Governors and relevant bodies,
- to improve learning for the children on a differentiated basis and inform future plans for individual and class,
- to provide day to day checks on progress,
- to ensure equal access to the curriculum for all,
- to provide a broad, balanced curriculum with reference to the National Curriculum,
- to promote early identification of SEN needs as well as Most Able pupils.
- to ensure the above - all assessment should be clear, valid, reliable, manageable and evidence supported.

Assessment:

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
- **Nationally standardised summative assessment**, which is used by the Government to hold schools to account.

Woodside Schools uses all three forms of assessment to benefit its pupils

Formative Assessment

The needs of the learner should be paramount in the planning, delivery and evaluation of the curriculum. The process is continuous and should aid the identification of the extent to which the curriculum has been understood by each pupil. Good planning by the teacher with reference to the National Curriculum and clearly differentiated learning for all groups of pupils, will lead to worthwhile learning experiences for the individual child and class. The experiences then should be assessed and recorded by the teacher and the evaluation of the assessments ought to feed future curriculum planning according to the needs of the learner. 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 work or a progress test. The school also uses peer and self –assessment as tools of formative assessment.

Our school aims to ensure that formative classroom assessment is always being used as an integral part of effective teaching. On-going classroom assessments identify strengths and gaps in pupils' knowledge and understanding of the programmes of study. This approach allows teachers to provide feedback to pupils, clearly stating areas where there are gaps in pupils' knowledge and understanding. The leadership of this school encourages and trains teachers to use a range of formative assessment techniques as an integral part of their teaching,

Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. In this school teachers use Target Tracker as part of their formative assessment. The programme is designed to make formative judgements accessible and simple for teachers to use. Class teachers can then view detail for individual pupils, groups and classes and adjust the programme of study, where necessary and appropriate. This school strives to give the opportunity for all pupils to succeed, ensuring that they are taught and assessed effectively. This principle also applies to pupils with Special Educational Needs

The primary purposes Woodside's in-school formative assessment

For pupils:

- Formative assessments help Woodside pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents

- Formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education. These are articulated by the class teachers during parents –teacher interviews.

For teachers

- Formative assessments conducted by staff are integral part of teaching and learning at Woodside. It allows teachers and support staff to understand pupil performance on a continuing basis. It also enables teachers and support staff to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It enables to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly

For school leaders

- During Pupil Progress meetings (held termly) Senior Leadership Team and subject leads (where appropriate) discuss progress of groups of children, identify problems at an individual level and put support where appropriate. This ensures that every child at Woodside is supported to make progress.

Formative assessments may consist of the following;

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Peer and self-assessment

Summative Assessment

The goal of summative assessment is to evaluate children's learning, skills acquisition and academic achievement at the end of a defined period. At Woodside School pupils take part in formal testing in Years 3, 4, 5 during autumn, spring and summer terms using commercially produced tests (Rising Stars PUMA and PIRA tests or NFER Tests (grammar). These tests are aligned to the proportion of the curriculum taught. Results of the tests are published as Standardised Scores. All relevant data is presented to the Governing Body.

Year 6 pupils are tested formally by the school during autumn and spring terms, using past SATS tests. Data is then analysed and presented to the governors during autumn and spring terms. Pupils take part in the statutory Year 6 SATS tests during summer term. Additionally, Year 3 pupils take 'baseline' tests based on end of KS1 SAT tasks. This ensures that any discrepancies between pupils' end of KS1 data and Woodside's 'on entry' data is quickly acknowledged.

At Woodside we follow the principle that tests underpin the teachers' assessment. Our aim for a value added over the KS2 to be in line or above national.

The primary purposes of Woodside's summative assessment

For pupils

- Summative assessments provide pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It is used (where appropriate) to provide feedback on how they can continue to improve.

For parents

- Summative assessments are reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period.

For teachers

- Summative assessments enable teachers to evaluate both pupil learning at the end of a period (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes help teachers to plan for subsequent teaching and learning. Class teachers and

the school's Senior Leadership Team discuss pupils' progress and attainment during Pupil Progress Meetings. These meetings are designed to establish which pupils are making good progress and which need additional support in order to attain end of the year expectations.

For school leaders and Governing Body

- School summative assessment enables Senior Leadership Team and subject leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. Data is presented to the Governing Body via Data Group meetings which take place three times per one academic year.

At Woodside in-school summative assessment provides the school with information it can use to monitor and support pupils' progress and attainment.

Nationally Standardised Summative Assessment

Pupils at Woodside take part in SATs (Standard Assessment Tasks), taken at the end of KS2 (year 6) during the month of May. Pupils undertake three National Curriculum Tests: reading; spelling, grammar and punctuation and mathematics (2 reasoning papers and an arithmetic paper). Writing, formerly a part of the test, is now assessed by teachers and is no longer part of the National Curriculum tests. From 2016 the government uses Scaled Scores to report results of the tests. A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test.

The range of scaled scores available for each KS2 test is:

- 80 is the lowest scaled score that can be awarded and 120 is the highest scaled score. A pupil awarded a scaled score of 100 or more has met the expected standard in each test. A pupil awarded a scaled score of 99 or less has not met the expected standard in the test.

The primary purposes of nationally standardised summative assessment

For pupils and parents

- Nationally standardised summative assessment provides information on how Woodside pupils are performing in comparison to pupils nationally.

For parents

- Nationally standardised summative assessment also provides parents with information on how the Woodside School is performing in comparison to schools nationally. This enables parents to hold this school to account.

For teachers:

- Nationally standardised summative assessment helps Woodside teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors

- Nationally standardised summative assessment enables school leaders and school governors to benchmark Woodside's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Reporting to parents:

At the end of each academic year the school will report to parents that children are either meeting end of year expectations, have mastered end of year expectations (where they have embedded them securely in all their work and in a variety of contexts), or are working towards meeting end of year expectations. This will be applicable to both core and non-core subjects.

Target Setting:

It is not a statutory requirement but the school sets and agrees pupil targets for mathematics, reading and writing for the end of the academic year as well as Key Stage 2. These targets are agreed by teachers. The school has a target of between 85 -90% of pupils reaching age related expectations at the end of the academic year in each individual subject. The school also aims for at least 80% in all three subjects reading, writing and mathematics.

Reporting:

Reporting throughout the school is carried out in the following ways:

- Yearly passing of information by members of staff. Handing on of information is considered a vital process within the school and is conducted at the end of the school year. These meetings are conducted in directed time.
- Consultation evenings. These are held as follows: autumn and spring term meetings with parents and carers. Both of these meeting times are used as opportunities for children, staff and parents to forge a working partnership and to inform parents about progress, attainment and broader outcomes of their children.
- Any other meetings between members of staff and parents are conducted as required by agreement.
- Annual reports to parents of: progress and achievement in National Curriculum subjects and RE, behaviour, attitude, relationships and attendance, National Curriculum tests results (Year 6) and Teacher Assessment information in core subjects.

Woodside Assessment Practice

Summative Assessment

Strategy	Purpose
Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage Two	To provide a summative end of Key Stage attainment result.
Non-Statutory Tests: Externally produced tests, purchased by schools, to be voluntarily administered. The school is currently using Rising Stars and NFER tests. Tests are administered during Autumn, Spring and Summer Terms	To provide an opportunity for the school to keep track of pupils' progress and teachers' expectations, and to enable the school to monitor progress through summative means at different points in the Key Stage.

	To be accountable to the Governing Body
Baseline Assessments: Teacher assessments made at the beginning of entry to Year 3. Teacher use KS1 SATS papers to assess the children.	To establish pupils' abilities at the beginning of Year 3, so that subsequent progress in achievement can be compared with, and measured against expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests)	To improve pupils' skills and establish what they have remembered or learnt so far.
End-of-Key-Stage Teacher Assessment: In Year 6 -teachers decide a level for each pupil's attainment in the core subjects (English and mathematics), using the criteria of the level descriptions to make their professional judgements.	To provide information to parents and next phases of education

Formative Assessment

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Sharing learning objectives / success criteria with pupils: Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Pupil self-evaluation and peer evaluation: Pupils are encouraged, in oral or written form, to evaluate their own and their peers 'achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback: Must reflect the school's Marking Procedure to be useful and provide an ongoing record; can be oral or written	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.

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