



**Western House Academy
Assessment Policy**

Approval

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Western House Academy Assessment Policy

Since September 2015 the school has been following the new National Curriculum for English and Maths and a personalised curriculum for the foundation subjects. The Assessment policy has been adapted in response to these changes. Rationale Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. Assessment for Learning: Assessment Reform Group 2002

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school’s strategic planning and Academy Development Plan
- To gather information to inform teachers’ planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school’s standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child’s achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At Western House Academy we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Provides parents with their children’s progress
- Provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

The Vice Principals and Assessment Lead work closely with the Principal to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors termly to highlight pupil progress after a bout of assessments.

Key Features of Assessment at Western House Academy

Day to day Assessment for Learning (AfL) focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school. All class teachers use tablets and the computer assessment package Classroom Monitor to assess children's work by using the clear learning objectives set by Rising Stars which meet the new National Curriculum. The use of tablets as a data collection tool is integral to our assessment at Western House Academy. These record assessment whenever the teacher sees progress in lessons. Whilst the data is ongoing, there are key dates set in the school calendar when the data is collected and analysed, notably November, March and June for Year 1, 3, 4 and 5 and September (Baseline), November, February and April for Year 2 and 6. It is the expectation that most children will be working within the Stage expectations allocated to their year group by Classroom Monitor. Children who have different learning expectations may be working behind or beyond their stage.

Periodic (Assessing Pupils' Progress/ Classroom Monitor – Rising Stars and Foundation Assessments)

Ongoing assessments using Classroom Monitor happen throughout the terms for English and Maths. Each year group is expected to be working at the relevant Stage as given stated by Classroom Monitor. Progression is seen as children work through the Stage, from 'Working Below' through to 'Working Towards' into 'Working At' and then potentially into 'Working at Greater Depth'. Western House Academy expects most children to be achieving at Age Related Expectations (ARE) which are 'Working At' by the end of the academic year, having made 3 Progress Step Points (PSPs).

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- Termly interim reports and end of year reports

Management Information Systems

At Western House Academy we use Classroom Monitor to record and track pupil progress from Year 1 to Year 6, and is ongoing throughout the year. Pupil progress is monitored each term via Pupil Progress Meetings. At the end of each term the Senior Leadership Team analyses individual, group and cohort pupil progress data for all year groups

In Nursery and Reception, early Excellence Assessment Tracker (EExAT) is used to assess the children.

Target Setting

Early Years use EExAT and observations to identify next steps and inform planning.

Classroom Monitor and FFT are used to support teacher judgements to generate targets for end of year results in relation to KS2 SATs results. These targets are used to track progress.

Pupil Progress Meetings (PPM)

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability and flags areas of concern. Pupil Progress Meetings take place at the end Autumn and Spring terms. Teachers complete grids prior to the meeting highlighting interventions and areas of concern.

Academic Mentoring (Conferencing)

These meetings take place weekly between the class teachers and individual children. The aim of these meetings is to talk to the children about their progress, ensure the children are fully aware of their targets and support them in making the desired progress. This involves children in their own target setting and gives them the autonomy to make decisions regarding their progress. The aim is to meet with each child twice a term.

Tracking

All pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2016-17 include:

- Pupil Premium pupils
- SEND pupils
- Ethnic groupings
- EAL pupils (this is reviewed termly/ annually)

Key Stage SATs analysis

The Vice Principals analyse Key Stage results using:

- Fischer Family Trust Data
- Raise Online
- Classroom Monitor

Analysis is discussed with the Principal. Maths and English leaders analyse results and analyse any gaps. Findings are incorporated into the Academy Development Plan. Analysis is reported to:

- Executive Principal
- Governors and the Executive Board
- Staff

Reports to parents

Termly interim reports are shared with parents; attitudes to learning and behaviour are also discussed. A full report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results for years 2 and 6, Y1 phonics or Y2 retake results and, for years 1, 3, 4 and 5, the Stage result they have achieved in Reading, Writing and Mathematics. It also offers advice for improvement/continued progress. When reporting to parents, the aim is to be factual, specific and refer to past learning. The reports try to be positive about achievement and point the way to any future learning objective. They reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

Parents Evenings

Parent Evenings take place twice during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation whenever necessary. During Parents' Evenings, parents are encouraged to view their children's work. Information available to parents at Parents' Evenings will include teacher assessments, test results, comments on classwork, homework, attendance records and IEPs, where appropriate. Advice for improvement/continued progress will be given as appropriate.

Assessment Procedures and Calendar

Foundation Stage

- ❑ Reception and Nursery Early Excellence Baseline assessment
- ❑ On entry to nursery completion of simple booklet entitled "All about Me".
- ❑ Written report to parents at the end of the nursery stage
- ❑ Individual record of progression covering all the Early Learning Goals
- ❑ Focused observations recorded
- ❑ Reading of high frequency words in Reception at the end of the year
- ❑ Half termly writing assessments in Reception
- ❑ Interim termly reports sent home to parents
- ❑ End of year report to parents of children in Reception
- ❑ Record of discussions at termly meetings with parents
- ❑ EEXTA ongoing assessment to assess Early Learning Goals
- ❑ End of year phonics assessment and phonics booklets passed onto KS1
- ❑ Moderation of writing takes place within the EYFS during the final term to support transition into Year 1.

A Baseline Assessment is carried out in the first 4 weeks. Teachers work closely with parents and record achievements in the Home / School communication book. For children with different expectations and needs, notably those with SEND, may need alternative methods of assessment, which will be discussed with the SENCo and class teacher. The Teachers will complete the Early Years Profile at the end of the Reception year.

Key Stage 1

- ❑ Reading and spelling of high frequency words for all children in Year 1 and SEND pupils in Year 2 and above
- ❑ Writing assessments at the end of a Talk 4 Writing Unit – usually 2 assessments per half term.
- ❑ Reading records
- ❑ End of year phonics check for children at the end of Year 1 and retakes at the end of Year 2
- ❑ Year 2 End of Key Stage Assessments (SATs) and teacher assessments. In addition, "mock" tests during the spring term
- ❑ Interim termly reports sent out to parents
- ❑ Annual end-of-year report to parents
- ❑ Record of discussions at termly meetings with parents
- ❑ Records kept in relation to "targeted" EAL children
- ❑ Ongoing Classroom Monitor data collection
- ❑ Moderation of writing takes place within the Key Stage termly as well as across the Federation and Borough at other key times within certain year groups
- ❑ For children with different expectations and needs, notably those with SEND, may need alternative methods of assessment, which will be discussed with the SENCo and class teacher

Key Stage 2

- ❑ Writing assessed throughout a unit of Talk 4 Writing and the last assessment piece of the unit
- ❑ Rising Stars assessment for Maths, Reading and Grammar at the end of each unit
- ❑ End of unit assessment in Science
- ❑ Ongoing Classroom Monitor assessment in English and Maths
- ❑ Rising Stars optional end of year tests in maths and reading for years 3,4 and 5
- ❑ Mock End of year Assessments in September, November and February for Year 6 as well as full practise mock in April
- ❑ Year 6 End of Key Stage assessments and teacher assessments
- ❑ Interim termly reports sent out to parents
- ❑ Annual end-of-year report to parents
- ❑ Record of discussions at meetings with parents
- ❑ For children with different expectations and needs, notably those with SEND, may need alternative methods of assessment, which will be discussed with the SENCo and class teacher
- ❑ Records kept in relation to “targeted” EAL children
- ❑ Moderation of writing takes place across the federation termly
- ❑ Moderation and training given by the local authority and attended by Year 6 teachers

Marking

Teachers in the School use Western House Academy Marking Policy which is fully understood by all staff - see separate policy. Home learning and classwork are marked using a common framework and comments are made as appropriate. Marking recognises excellence and indicates the areas that need improvement. Within Maths and English developmental and challenge comments are required. Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher.

For all other subjects work a written developmental comment based on the learning objective will be made as appropriate in a unit of work. Informal assessment is on-going during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

Scrutiny of Work

Monitoring of children’s work is carried out by SLT, Year Leaders and subject leaders who have allocated time to undertake work scrutiny. The results of these are shared with the SLT and fed into the Academy Development Plan (ADP).

End of Year Transfer

For pupils leaving the School up to date records are forwarded to the new school. Within Western House Academy, data sheets are produced and shared with all year teams for their new classes to show achievements in Reading, Writing and Maths. Year team meetings are also arranged to share details of the individual children with their new class teachers. Pupil profiles are handed up from year group to year group which includes all up to date information and reports. SEND children with complex needs have their own individual learning files which follow them across their school career to ensure continuity.