

Assessment at Woodfield Community Primary School

Introduction

At Woodfield School assessment procedures focus on Year Group expectations.

The Department for Education states that:

- **On -going, teacher led assessment is a crucial part of effective teaching;**
- **Schools should have the freedom to decide how to teach their curriculum and how to track the progress that pupils make;**
- **Both ongoing teacher assessment and external testing are important**
- **School systems for assessment must be fair and transparent;**
- **Measures of progress and attainment are of equal importance and should both be used to assess school performance.**
- **Information should be published in various forms to parents and the wider public to inform them how well schools are doing.**

Purpose of Assessment

- . To ensure teaching is pitched at an appropriate level in order for children to make at least good progress
- . To enable analysis of trends which lead to school improvement.
- . To inform discussion with pupils, parents/carers, school leaders and governors, moderators and assessors
- . To support transition between year groups and schools.

How is Information from Assessment used to Plan

At Woodfield School maths and literacy lessons are planned daily, in direct response to the learning needs from the previous lesson. Children are not grouped in static groups as we know that children respond to different topics in different ways. Fluid groupings ensure that children access the correct level of support for the particular topic.

Pre testing take place before each maths topic to enable children to taught from the relevant starting point.

Planning is annotated with notes of progress to inform planning for the next day. This documentation is kept universally in the class Purple Folder in order that all practitioners can see the annotations and so adults are informed

Accurate assessment is based on all practitioners' sound understanding of the age related objectives of the National Curriculum.

As such, objectives for planning are taken directly from the same system used for assessment; the HARTs alliance objectives (KS1 and 2) and the Early Years development matters / ELG statements in Foundation Stage.

Daily planning is shared with all practitioners and is kept on show in the purple folders in order that all staff can access the session objectives with relevant annotations which show children's attainment.

Practitioners share information between themselves regularly. Teachers and support staff enjoy frequent dialogue regarding the children's next steps in learning. Weekly phonics meetings take place between all KS1 staff and the EYFS teacher. Half termly moderation meetings take place between staff.

A weekly EY meeting includes discussion and moderation between EYFS team members

In the case of a lack of sufficient subject knowledge extra support is given to the teacher or support staff member to address this. This may be through an informal or more formal process.

Assessing children with EAL or SEN

A very small minority of children will not be working within their age related objectives and will be tracked using the year group most relevant to their current attainment . As a rule this should be no more than 15% of children.

These children will have accompanying intervention to close their academic gaps and will have a provision map to show their personalised support at Waves 2 and 3.

Some children do not have English as their first language. In this instance we will seek to assess with help from interpreters in the home language. This is particularly pertinent in EYFS.

Using Information from Assessment to Close Gaps

The assessment co ordinator, subject leaders and Inclusion Manager use information given on O Track to decide which children need intervention in which areas.

Planned programmes of short intervention are delivered to children for no more than half a term before impact is measured and next steps chosen.

Feedback from adults (verbal or through marking) is addressed by children daily, with adults on hand to support them to improve on any misconceptions. In some cases parents are asked to help their children practise a specific skill at home.

The Assessment Procedure In the Early Years Foundation Stage

Children are assessed in seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Planning is daily and based on a combination of interest and next steps in development.

We use the following continuous assessment which relate to month bands

Birth—11 months	8—20 months	16-26 months	22-36 months	30-50 months	40—60 months	ELG	Exceeding
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Children are assessed as being in the band most appropriate for their current attainment in each of the seven areas of learning. The children are assessed half termly and given an attainment band for each area. The O Track system is used to electronically track this attainment.

In June all children are judged against the Early Learning Goals in each of these areas and will be judged as “emerging” “achieved” or “exceeding” the goal.

No assessment of children in EYFS is complete without input from parents. As such, regular meetings are held (extended new starters’ meetings and parents consultations each term.) Learning stories are emailed to parents via the Assessment tool—2simple—in order that parents can see next steps.

A rigorous programme of intervention is offered to children requiring extra support in one or more curriculum areas; Ginger Bear, Funky Fingers, Nurture group and Narrative Therapy.

The Assessment Procedure for Reading, Writing and Maths

We use the following continuous assessment which relate to age -group expectations

B	W1	W2	W3	A	M	E
B = Below national standard, W1 = Working towards national standards – stage 1, W2 = Working towards national standards – stage 2, W3 = Working towards national standards – stage 3, A = At national standard, M = Mastery of the national standard and E = Exceptional						

Working within the typical band for each age group, children are assessed as:

B

Beginning the year group statements (between 0 and 40% for the current year group)

W1

Children have achieved between 41 % and 50 % of the statements in the year group band.

W2

Children have achieved between 51% and 60 % of the statements in the year group band.

W3

Children have achieved between 61% and 70 % of the statements in the year group band.

At National Standard

Children have achieved 80 % of the statements in the year group band.

Mastery

Children can apply the age related knowledge in many contexts and through rich and sophisticated problems.

Exceptional

Children are working at an age band above their year group

Evidencing Judgements

Research tells us that the best teachers do not need to rely on testing alone but are able to weave effective assessment into everyday practice.

At Woodfield this includes:

Pupil Self assessment

Pupil peer assessment

Deep and Rich questioning

Discussion

Observation

Pupil Work across the curriculum.

Judgements being regularly moderated by all staff, led by senior leaders. A link with a local school exists for external moderation.

Assessment Cycle for the Core Subjects of Reading, Writing, Phonics and Maths at Woodfield School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Early Excellence baseline assessment—completed within the first six weeks	Ongoing teacher assessment in all Areas of Learning O Track updated and reports generated	Ongoing teacher assessment in all Areas of Learning O Track updated and reports generated	Ongoing teacher assessment in all Areas of Learning O Track updated and reports generated	Judgements made against the Early Learning Goals O Track updated and reports generated	Report to parents
Year 1	Teacher—assessed Baseline against National Curriculum O Track updated and reports generated	Ongoing teacher assessment in all core subjects O Track updated and reports generated progress tests—RWMS	Ongoing teacher assessment in all core subjects O Track updated and reports generated	Ongoing teacher assessment in all core subjects Track updated and reports generated progress tests—RWMS	Statutory Year 1 phonics Screening O Track updated and reports generated	Report to parents progress tests RWM
Year 2	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests—RWMS	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests—RWMS	Phonics retest for those not achieving a pass in Year 1 Externally set and marked attainment tests in reading, SPAG and maths.	Report to parents

Assessment Cycle for the Core Subjects of Reading, Writing, Phonics and Maths at Woodfield School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests— RWMS	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests— RWM	Ongoing teacher assessment in all core subjects	Report to parents progress tests— RWMS
Year 4	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests— RWMS	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests— RWMS	Ongoing teacher assessment in all core subjects	Report to parents progress tests— RWMS
Year 5	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests— RWMS	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests— RWMS	Ongoing teacher assessment in all core subjects	Report to parents progress tests— RWMS
Year 6	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects progress tests— RWMS	Ongoing teacher assessment in all core subjects	Ongoing teacher assessment in all core subjects	Externally set and marked attainment tests in reading, maths and ESPaG	Report to parents