**Weald Community Primary School**

**Interim Assessment Policy 2015-2016**

Weald Community Primary School complies with all requirements of summative assessments within each key stage. Arrangements can be found with the DfE website at:

[www.education.gov.uk/schools/teachingandlearning/assessment](http://www.education.gov.uk/schools/teachingandlearning/assessment).

Our school is currently part of a multi-collaboration group designing a response to assessing within the new National Curriculum. The ethos is directed by the following criteria:

* Schools should work in collaboration, for example in clusters, to ensure a consistent approach to assessment;
* External moderation is an essential element in producing teacher assessment that is reliable and comparable over time;
* Schools should be prepared to submit their assessments for external moderation;
* Pupils should be assessed against objectives and agreed criterion rather than ranked against each other;
* Pupil progress and achievement should be communicated in terms of descriptive profiles.

**Weald Community Primary School is using the new National Curriculum descriptors (approved by the NAHT) to measure pupil attainment. Pupils working towards the ‘expected’ descriptors for their year group are defined as ‘emerging’, pupils working at year group expectations are ‘expected’, those above are ‘exceeding’. The school moderates pupils’ work with other schools, both locally and within other collaborations.**

Our school also tracks pupils’ reading ages and standardised scores using the GL Assessment Single Word Reading Test (SWRT) and Single Word Spelling Test (SWST).

We collect teacher assessment for: Reading, Writing Composition, Writing Transcription and Mathematics every seasonal term. This information is used to evaluate individual pupil progress and arrange additional support where necessary. We monitor the progress of all disadvantaged groups within our school to ensure the achievement of all pupils. Data is discussed with staff at Pupil Progress Meetings.

We use Pupil Asset tracking sheets, to inform both teacher assessments and pupils’ next steps. Each teacher enters data and assessment information into Pupil Asset to ensure up to date attainment and tracking of pupils’ progress is maintained.

***The core purpose of assessment at Weald Community Primary School is to ensure learning and teaching is consistently of a high quality.***

Good systems ensure teachers, pupils and parents know what skills, knowledge and understanding that pupils have acquired and what pupils need to learn next. This enables teachers to plan effectively and pupils to engage with their learning.

**Cycle of assessment:**

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| Terms 1 &2 | **Baseline Assessments**:  Year R – EYFS Baseline (Early Excellence)  Years 1-6: Single Word Reading Test and Single Word Spelling Test  **Progress Assessments:**  End of unit Writing assessment (internally and externally moderated)  Optional Reading Comprehensions: Years 2-6  Maths Topic Progress Tests: Years 2-6  Science Progress Tests: Years 2-6  Weekly Spelling and Multiplication tests |
| Terms 3 & 4 | **Progress Assessments:**  End of unit Writing assessment (internally and externally moderated)  Optional Reading Comprehensions: Years 2-6  Maths Topic Progress Tests: Years 2-6  Science Progress Tests: Years 2 - 6  Weekly Spelling and Multiplication tests |
| Terms 5 & 6 | **Statutory Assessments:**  Year 1 (Year 2 retakes): Phonics Screening Check  Year 2: SATs  Year 6: SATs  **Attainment Assessments:**  Year 3-5: Optional Assessments  Non-Verbal Reasoning: Years 3-5  Verbal Reasoning: Years 3-5  Spatial Reasoning: Year 5  **Progress Assessments:**  End of unit Writing assessment (internally and externally moderated)  Optional Reading Comprehensions: Years 2-6  Maths Topic Progress Tests: Years 2-6  Science Progress Tests: Years 2-6  Weekly Spelling and Multiplication tests |

**To ensure a high standard of teaching and learning, teachers provide feedback to pupils that recognises pupils’ progress towards success criteria and provides pupils with a model to improve their work, promote self-assessment and set high personal expectations.**

Our school is committed to developmental marking which takes the following approach:

Green pen means the pupil has achieved the learning outcome and contains a ***praise*** comment.

Purple or pink pen means that the pupil is being asked to ***correct, consolidate or challenge*** around the aim of the learning outcome.

All subjects are developmentally marked. Pupils respond to marking, developing a written conversation between pupil and marker.

**Pupils are encouraged to be part of the assessment process by reflecting on their progress towards success criteria in lessons, self-evaluation of personal learning and collaborative evaluation with learning partners.**

Teachers are expected to make opportunities for pupils to engage in personal and peer marking, feedback and evaluation.

**We value and recognise the role of parents in their children’s education so our school shares information with parents to enable them to support their child.**

Formal consultations are available to parents twice a year and informal consultations are arranged as necessary. Parents of the most vulnerable pupils in our school receive additional consultations with the ‘Leader of Learning Success’ to discuss progress and interventions and maximise parental relationships. The school provides a detailed annual written report for parents which contains information about their child’s achievements and next steps. Through all of this information, we aim to enable all families to engage with their child’s personal development.

**The effectiveness of this assessment policy is monitored regularly through book looks and monitoring led by subject teams and is reported to the governing body.**

Assessment Manager: Mr Adam J Hardy

**Reviewed: November 2015**

**To be reviewed: July 2016**