Wombwell Park Street Primary School

Assessment Policy

Mission Statement

Schools within the Every Child Matters Academy Trust hold children at the heart of all that we do. We aim to provide EVERY CHILD with early help and support to remove barriers to learning and an education that raises aspiration, resulting in excellence and enjoyment. This will enable all children to fulfil their potential and maximise their life chances.

It is through monitoring, assessment and record keeping within our school that individual progress is tracked and children's learning needs are met to enable all children to achieve their highest potential.

Aim

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment. Pupils are assessed against age-related expectations as set by the National Curriculum and pre-determined by the ECM Trust.

The aims of assessments are to enable:

- Teachers to respond accuratley to the learning needs of each pupil and, with the contribution of support staff, give ongoing suppot to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Using formative assessment to inform teaching, and providing for the learning needs of all pupils	Typical methods of formative assessment include: - Question and answer sessions - Targeting questions - Ongoing observations - Opportunities for pupils to make their learning visible, for example, on whiteboards - When appropriate pupils to share learning via digital technology – for example when needing to work remotely - Discussions between staff working with groups of pupils - Verbal and written feedback

Recording pupils' skills, knowledge, abilities and achievements using consistent standards and approaches across the school **Record keeping detailed in Appendix 1**	We ensure consistency in teacher assessments by: • Agreeing details of criteria • School moderation in staff meetings • Year group moderation across the Trust and interschool moderation activities/events • Discussing consistency in planning sessions • Feeding back
Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress	Pupils are involved in contributing to their short-term targets by: • Discussing areas of development • Keeping targets visible to pupils • Reminding pupils of their targets and discussing progress towards them
Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home	We inform parents of pupils' targets by: • Meeting with parents informally and formally (Parent Meetings offered termly) • Sending parents annual written reports • Sending home termly pupils' targets • Feedback via online platforms when learning remotely
Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement	The senior leadership team (SLT) are responsible for ensuring that: • Assessments are maintained consistently, and teachers are given advice and support in maintaining them • Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment • Inclusion Review Meetings and Pupil/Group Review Meetings(to evaluate group and individual progress data)
Involving staff in the process of assessment and informing them of the outcomes	To support staff, we: • Provide training in assessment processes and appropriate software • Provide relevant documentation • Give feedback to individuals or groups through monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process
Sharing information about pupils' attainment	Information about individuals is restricted under our data protection policy to: • School staff on a need-to-know basis, i.e. for the purposes of teaching • The receiving school when pupils leave • Professionals who work with the school for advisory purposes • All GDPR guidance adhered to

Chair of Governors	E. Oliver
Headteacher	C. Lawson
Date	1.7.21