



The Federation of West Leigh Infant School and Backwell C of E Junior School



www.backwellfederation.co.uk

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Executive Headteacher: Mr Nick Webster

Assessment Policy

Why assess?

Children's progress is closely monitored at Backwell Federation in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our schools are:

- To enable our children to demonstrate what they know, understand and can do in their work and identify gaps in their learning.
- To allow teaching teams to plan work that accurately reflects the needs of each child.
- To help our children understand what they need to do next to improve their work.
- To provide regular information for parents that enables them to support their child's learning.
- To contribute towards accountability data.

Aims of the new National Curriculum

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)



Assessment at West Leigh and BJS

Staff at West Leigh and BJS have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below:

We assess in 2 main ways – **Formative and Summative** Assessment

Formative Assessment (Assessment for Learning)

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

There are five main processes that take place in assessment for learning:

(i) *Questioning* enables a student, with the help of their teacher, to find out what level they are at.

(ii) The teacher provides *feedback* to each student about how to improve their learning and regular opportunities to respond to and act upon this.

(iii) Students understand what *successful* work looks like for each task they are doing.

(iv) Students become more independent in their learning, taking part in *peer assessment* and *self-assessment*.

(v) Summative assessment

We use this form of assessment on a daily basis, using it to inform our planning and ensure our provision constantly adapts to the needs of all pupils.

Summative Assessment

Foundation stage profile

Children are assessed in the reception class where staff add information to an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from Tapestry Learning Journals and small group and individual assessments. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on the whole school data tracker, Insight. Staff complete a learning journey book of photos, videos and comments on an online system called Tapestry. Parents and carers are able to contribute to this document.



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Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the KS1 staff. Results are included within the Year 1 end of term report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to parents. Pupils are assessed against their year group expectations and will be judged to be **Working Towards, Working At or Working at Greater Depth**.

Marking and Assessment

We aim to provide regular feedback to children through marking so that they have specific comments about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to reflect on their learning using our 'Purple Learners' language (see separate Marking and Feedback Policy for more information). Children are also encouraged to choose their own level of challenge and to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher where appropriate.

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum criteria. **Insight** assessment statements will be highlighted on an on-going basis, at the end of a unit of work or as a summative document.

Summative testing will also be used in Reading and Maths once per year to build a picture of each pupil's attainment. This will be done using NFER standardised tests. These results will be entered onto Insight.

Data is submitted to the LSP three times a year and data analysis will take place at these points too, including subject position statements, pupil progress meetings and Governors reports.

Assessment information will be used to inform planning and to identify children who may need extra support.

Parent consultations

Parent consultation evenings take place in the autumn and spring terms for all pupils where attainment and progress across the curriculum will be discussed. We will also inform parents/carers on progress and attainment at other times as appropriate.



Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school.

Inclusion

West Leigh and Backwell Juniors are inclusive schools and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a Federation to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, SLT, parents and external agencies (where appropriate) to plan tailored support. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly.

This policy should be read in conjunction with:

- Marking and Feedback Policy
- Teaching and Learning Policy
- SEND policy