



## Wreningham V.C. Primary School

### Assessment and Moderation Policy

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School

**Headteacher:** Mr RP Jones

**Raising Standards Committee**

**Chair Full Governing Body:** Mrs Chrissie Baldwin

#### **Statement of intent**

Wreningham VC Primary School believes assessment is at the heart of good and outstanding teaching and learning. We are committed to:

- Ensuring early and accurate identification of individual pupil needs.
- Involving teaching staff, pupils and parents in the process.
- Ensuring pupils have individual targets in maths and writing.

The national curriculum framework used in school was introduced in entirety in September 2015. It sets out the programmes of study and attainment targets for all subjects. Many objectives from the previous national curriculum have shifted to lower year groups and the content in the 2015 national curriculum is different from the previous one. Levels, the outcomes in the previous curriculum, were replaced. The 2015 national curriculum has Programmes of Study with matters, skills and processes pupils are expected to know, apply and understand at the end of each year, every 2 years or key stage of school.

Using the programmes of study, the school uses Age Related Expectations of achievement at the end of each year of primary education in maths and English. Each term teachers use a range of assessment information, including tests, to measure and record each pupil's attainment in reading, writing and maths against these age related expectations. The school uses different categories to record a pupil's attainment against the Age Related Expectations in each year group. At the end of the academic year in July, a pupil's overall attainment in maths and English relates to one of these statements:

- Beginning and is able to access the correct year group curriculum but has gaps in their learning.
- Developing and is meeting some, but not all, of the end of year expectations.
- Embedded and is meeting the end of year age related expectations.
- Mastering and is on track to exceed national expectations. (Rather than moving onto the next year's curriculum these children will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning).
- There will be some children working on objectives more than one year below their national curriculum Age Related Expectations.

The category assigned will be a best fit with teacher judgement. This is aligned with statutory Year 6 KS2 tests. Statutory Year 2 KS1 assessment data uses a secure fit model. Teacher assessment should use evidence from application across the curriculum as children use their reading, writing and mathematical skills independently within wider learning and problem-solving activities.

## **Tracking Pupils' Attainment in School**

This is done using Pupil Asset. Teachers assess pupils' maths and English attainment against the national curriculum age criteria statements and track pupils' progress by updating Pupil Asset with this data ongoing. Teachers can identify a smaller number of 'Key Performance Indicators' (KPIs) taken from the national curriculum programmes of study, supporting the focus on core learning criteria.

In writing, pupils complete a piece of work in their purple progress books at the end of a unit of work. Two or more pieces of writing are completed each term. The pieces are assessed against a writing checklist. Standardisation of writing is being developed by the Wymondham cluster and exemplification materials will be put together containing work that has been agreed as a school to exemplify attainment at particular year groups.

Pupil Asset is used to understand school performance, and any variance within vulnerable groups, by tracking cohort progress across the school. Tracking Points can be used to examine progress and attainment numerically. All year groups move on 6 tracking points in a year, with mastering being a seventh point.

### **Early Years - Reception**

Children in Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile. 2Build A Profile is used to capture children's achievements against the Early Years Curriculum. Assessments are based on observation of daily activities and events. Ongoing assessments are made for pupils in the EYFS in PSE, CL, Literacy, Mathematics and PD. A tracking sheet is completed each term and progress measured. At the end of the Reception Year for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception Year. Pupils are assessed as follows:

- Emerging - not yet reached the expected level of development
- Expected
- Exceeding - beyond the expected level of development for their age.

### **Assessment for Learning - Formative Assessment**

Assessment opportunities, are a natural part of teaching and learning, and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential teachers know how well a child has progressed in a particular lesson. Pupils should understand how well they are doing and have support in the next steps of their learning. To achieve this at Wreningham School we will:

- evaluate pupils learning, identify pupils with particular needs so any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives as appropriate
- ensure pupils are shown the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in maths and English on a regular basis and discuss these with the pupils so that they are involved in the process. Age appropriate, pupils should know their maths and English targets. These targets can be shared with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking policy. In KS2 marking should be a dialogue between the teacher and the pupil
- incorporate both formative and summative assessment opportunities in medium and short term planning
- pass on assessment data to the next class teacher so children can be tracked as they progress through the school
- use Assessment for learning strategies including working walls, self and peer evaluation
- update pupil asset KPIs ongoing

### **Formal Assessment Cycle - Summative Assessment**

Formal assessment is a systematic part of the school's work and is used to track cohorts in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of where to focus resources to raise standards. The Assessment cycle at Wreningham School will include data from:

- Statutory tests - Foundation Stage Profile, End of Key Stage Tests
- PiRA and PUMA tests in Reading and Maths completed each term
- Writing assessments completed after each unit
- SWRT & SWST scores

The regular reviewing of tracking data will give the headteacher the opportunity to revise and refine cohort targets. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for

them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning. At Wreningham School we will

- complete pupil progress meetings at least each term and this should include a review of the impact of previous agreed strategies
- update summative data on Pupil Asset each term
- use information to identify percentages of children working at different ARE within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including gifted pupils and pupils with SEN
- set cohort targets for maths and English and share this information with governors
- work with colleagues to moderate and level writing at least every term
- analyse data at the end of each term and the academic year to track 'value added' progress made
- pass cohort data and analysis to next teacher

### **Pupil Progress Meetings**

At least each term a pupil progress meeting takes place with the class teacher and headteacher, and may include the SENCO/Senior Teacher and TA. Cohort data from the term informs the meeting. Children's attainment and progress are discussed and this is documented to evidence any outcomes from previous meetings. Strategies are devised to support pupils not working at age related expectations or pupils not making progress. The meeting is key when allocating resources, including TAs and deciding intervention programmes.

### **Reporting**

Reporting to parents / carers provides the opportunity to inform them about their child's achievements, abilities and future targets. The end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self esteem. At Wreningham VC School we will

- provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

### **The Assessment co-ordinator will:**

- formulate the school's assessment policy in consultation with the staff and governors
- review the policy regularly in the light of statutory requirements and the needs of the school
- provide support and guidance with assessment and keep up to date with current information
- resource school with relevant tests and update assessment cycle
- maintain cohort tracking files and consult with all staff about the targets set
- highlight pupils who have made no progress or are working below age related expectations
- analyse data to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- report to governors regarding the policy, statutory test results and cohort targets

### **Moderation/Trial Agreement**

Moderation is important to ensure teacher judgements are accurate and consistent within school, cluster and national standards. The process is a review of the work of a sample of pupils from a particular cohort and holding a professional dialogue with teachers to confirm that TA standards are being applied appropriately. Teacher judgements may then need to be amended if it is determined judgements are not in line with national standards.

External moderation is designed to ascertain whether schools are assessing to the correct standard. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Wreningham we will:

- meet regularly to moderate writing assessments (at least once/term)
- moderate work through planning and book scrutinies, feeding findings back to members of staff
- collate evidence to back up teacher assessments, such as through the use of big books in science and pitch and expectations in numeracy
- participate in moderation/Trial Agreement in the Wymondham cluster and Local authority for foundation and KS1/KS2