



Assessment Policy

Policy statement

At Watchorn Christian School we view each child as a whole, with their own character, unique personality and personal set of skills and talents. We encourage each child to flourish in all areas of the curriculum and view the development of personality traits and life skills as of equal value to learning the core subjects. We place a very high emphasis on excellent teaching and good progress therefore we assess our children regularly using different methods. However we believe that assessments should not be used to enforce predictions, pressure or restrictions on our children. Children should be free to learn at their own pace and feel proud of their achievements without comparing themselves to others.

Aims

- To know each child's level of development to ensure that planning meets the diverse needs of all the children.
- To ensure planning is linked to children's interests and current level of development.
- To celebrate learning progress and developments.
- To set appropriate targets for each child.
- To identify gaps in learning and plan to meet these learning needs.
- To value the contributions of and work in partnership with parents.

Procedures

At Watchorn Christian School we believe that assessment is a tool used to support the child. We believe that all children have the capability to achieve and make good progress.

Assessment is a very important tool as it helps the parent and teachers know what the child has learnt and their next steps. It is the role of the teacher to plan and progress learning and assessment is crucial for enabling this to happen. However we do believe that assessment and marking should be communicated to children in a sensitive way to help them understand their strengths and weaknesses, areas for improvements and targets.

At WCS we celebrate the whole child's achievements including effort and being kind as well as academic achievement.

Assessment is collated and tracked using Tapestry which shows progress against the EYFS Early Learning Goals and National Curriculum expectations.

Formative Assessment

At WCS assessment is at the heart of everything that we do and ensures that children know how to improve and teachers know how to plan lessons to meet all the learning needs of the class. Daily

assessments are carried out in a variety of ways through the use of questioning, marking, note taking during group tasks and via photographic evidence.

- **Phonics**- children are individually assessed every 3-4 weeks to check what sounds/high frequency words have been learnt. This is recorded in the phonics file and informs planning.
- **Spellings**- the children's spellings are checked weekly and recorded in the spellings file. New spellings are given to the child once they are secure.
- **Reading**-children read their book to an adult at least once a week and notes are recorded in the child's reading record.
- **English, writing**- teachers give oral feedback to the children during the lesson, linked to the learning objective and success criteria. Work is marked using the star and target system, which comments on one strength and one area for improvement.
- **Mathematics**-teachers mark the children's work during the lesson in order to give immediate feedback and interventions if needed. Teachers use a tick or a dot when marking childrens work. During practical tasks, photographs are taken of the children working and the star and a target system is used if necessary. Teachers use questioning regularly to verbally asses a child's knowledge and understanding as well as during plenaries. After a unit of work has been completed, children carry out an end of unit assessment in order for teachers to identify progress and gaps in learning.
- **Foundation subjects**- photographic evidence, questioning, notes and work in books is used to collate evidence of the children's progress. This evidence is used to inform planning.
- Mini plenaries, whiteboard tasks, peer questioning and self assessment are also used to gauge the child's learning. All assessments are recorded on Tapestry

Summative Assessment and National Tests

At the end of each unit of work a brief test is carried out in order for the teacher to understand the progress that has been made and to identify any gaps in learning. The results of these tests are tracked on tapestry. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below expected level, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the SMT carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not making expected progress.

At Watchorn Christian School we believe that using a holistic judgement of children's abilities is more accurate than the results of one end of year test. However we recognise the need to understand how our children are achieving in comparison to the National average. Therefore we will carry out the following:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills up to the end of Year 1 and identifies pupils who need extra phonics help. Children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils are assessed at the end of year 2 in reading, SPAG, maths and writing

End of Key Stage 2 tests

All pupils are assessed at the end of Year 6 in reading, SPAG, maths and writing

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

EYFS

The school uses Tapestry to assess the children on entry to the school to provide a baseline judgement. Observations and dialogue with parents are undertaken to identify progress throughout the academic year and this is recorded on Tapestry and in their individual Learning Journeys. Observations are carried out weekly by staff during both adult directed tasks and free play to reflect a broad view of the child's ability.

At the end of the Reception year the children are assessed using the EYFS profile and the data submitted to the LA.

Assessing Pupils with SEND

Assessment methods may be adapted for some pupils with SEN and disabilities for example the use of Braille or large print, a reader or scribe may be used where appropriate and pupils given extended time to complete papers.

Communicating to the child

Teachers aim to give immediate feedback. Where this is not possible, teachers use age appropriate writing or symbols to communicate to the children in their books.

Each term the children are set 3 ambitious but achievable targets to provide information and motivation for their next steps. These targets are for literacy, numeracy and personal, social and emotional development. The targets are communicated to the children and they are aware of what they are working towards. Targets are reviewed regularly and communicated to parents at parents interviews.

Communicating to parents

Children's progress is communicated to parents regularly and through different methods.

- Reading assessments are communicated via the child's reading record which goes home each night.
- Phonics knowledge and spellings are communicated weekly as the child receives their new set of words/sounds.
- Parent consultations are held twice a year and are used to communicate progress and share the child's literacy, numeracy and personal target. General assessment information is shared and discussed at these meetings.
- At the end of the summer term parents are sent a written report detailing the children's progress and areas for development.

Informal chats are carried out with parents whenever the need arises as the school forms close relationships with parents.

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