

Assessment Policy

Walkley Primary School



Approved by:

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Last reviewed on:

Next review due by:

GENERAL PRINCIPLES OF ASSESSMENT

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'. (<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

What is assessment and why is it used?

Assessment, recording and reporting should:

- Be an ongoing part of our planning and teaching
- Be manageable and worthwhile
- Be useful for the teacher and for future teachers
- Be beneficial to pupils
- Offer all pupils an opportunity to show what they understand, know and can do
- Involve children in self-assessment by helping them to understand what they can already do and what they need to do to improve
- Help parents to be involved in their child's progress
- Provide our school with information to analyse and set suitable whole school targets

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- Quality first teaching is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- assessment is inclusive of all abilities.
- assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.

Assessment approaches

At Walkley Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments include:

- A Baseline Assessment at the start of Foundation Stage
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplications Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

ASSESSMENT IN THE WALKLEY CURRICULUM – MONITORING THE IMPACT

Each curriculum area uses different methods of assessment to reach an understanding of what children can remember, what children know and what they can do. These are outlined below along with the methods of recording this assessment information for each curriculum area.

Early Years

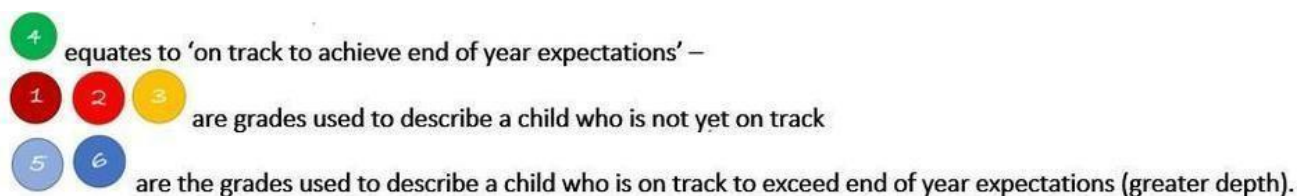
When children start Reception (Foundation 2) they complete the 'Reception Baseline Assessment' (RBA). This is a statutory government led assessment that teachers carry out on a 1-1 basis with children for maths and communication. Alongside this, all early year's staff complete a baseline assessment of children in all areas by observing children through play. Some observations are recorded on children's Dojo accounts, which is an online learning journey. Children's work is also evidenced in their Drawing Club, Phonics and Golden Writing books. However, we are not required to evidence any areas of learning, as started in the Early Years Framework. We continue to assess children formatively in this way throughout Nursery and Reception.

Summative assessments include: each half term, children in Reception completing a 1-1 phonics assessment which determines which phonics group they will be in for the following half term. Each term, children in Reception also complete a practical, 1-1 maths assessment and Nursery and Reception complete a self-portrait drawing assessment.

At the end of each half-term teachers give each child a PITA score for all areas of the Early Years Framework using information gathered from observations and the summative assessments. We have developed a document called 'Assessment Progression Overview' for Nursery and Reception which breaks down each Early Learning Goal into half termly objectives relating to our curriculum at Walkley. This supports, during moderation, with making a judgement as to whether the children are on track or not in each area.

Core Curriculum areas

Walkley use a modern assessment model in core curriculum areas that fits perfectly with the new National Curriculum. It is a completely different concept from previous assessment because it altogether does away with the traditional rules about a child's progress being based on them moving up a ladder – the old levels approach. Instead of linear hierarchical numbers that change across different year groups, we will be using a simple scale of 1 to 6:



Early Reading (RWI Phonics)

How we teach

RWI groups are established following assessments carried out by the Reading Manager. Children in EYFS, KS1 and Lower KS2 are grouped, in terms of their reading ability. This ensures that within the programme they are reading at their own level, every day. These sessions supplement literacy teaching of the Key Concepts for Reading with a 10-minute Speed Sounds session followed by Reading Book Sessions. Once children come 'off the programme' they will then access

literacy sessions from the appropriate Literacy Curriculum. The RWI sessions occur daily for 45minutes. To teach children to:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- Apply the skill of blending phonemes in order to read words (FRED TALK).
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Segment words into their constituent phonemes in order to spell words (FRED FINGERS).
- Learn that blending and segmenting words are reversible processes.
- Spell effortlessly so that all their resources can be directed towards composing their writing.
- Share their love for reading with parents and become avid readers

How we assess

Children are assessed throughout every lesson. Every time, partner work is used the teacher assesses the progress of his/her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessments are carried out at least every 6 weeks or more frequently by the Reading Manager, 1:1 with each pupil, using the RWI phonic checks (EYFS and KS1 Phonics Programme) and on-going phonic/word knowledge assessment, including alien words. From yellow group onwards, pupils' reading speed is assessed in words per minute. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants. Children fluently reading polysyllabic words including all 44 sounds come off the programme. Pupils' progress is tracked using the RWI Tracker and children in danger of falling behind are identified.

Current phonics groupings are captured on PiTA grids and data is inputted to SIM's half termly. This is then inputted on to the Tracker for analysis.

Reading

How we teach

All Reading lessons at Walkley Primary consist of:

- Using the high-quality texts outlined on the reading overview
- Relevant background knowledge identified and taught
- 6 or more vocabulary words are explicitly taught (using images and child-friendly definitions) during the unit and reviewed at least 2 more times in the cycle
- 5 daily sessions to be delivered each week
- Fluency practice built into each cycle (we would expect this to be more regular for Y2/3)
- Children complete a reading-based activity in their books at least twice each week. Extended tasks may lead on from the previous fluency/close-read session.
- UKS2 may carry out a longer book study e.g., 3-mark questions, a paragraph of analysis, a lesson discussing then one lesson writing up their findings or delivering a presentation
- Teaching adapted for all needs (pre-teach, fluency interventions, scaffolded activities, adult reader, peer reader etc.)

How we assess

Each child will be assessed as to whether they have demonstrated their understanding of the reading skill for the session at the planned national curriculum level. Evidence / responses collected in reading sessions and independent tasks will be used to update the PiTA grids, along with any other reading evidence (for example, termly reading assessments, fluency assessments and responses given in shared reading). The updated assessments form a point in time assessment (PiTA) that is discussed at Pupil Improvement meetings and in cohort moderation meetings. If a pupil is identified as not on track, they have the need for different approaches or interventions are discussed and implemented by the teaching team with the expectation of moving the child to being 'on track'.

Reading is monitored through termly subject-leader reviews which consists of learning walks; gathering the pupils voice; scrutiny of planning and assessment sheets as well as pupils' independent reading activity books. Additionally, quality assurance happens regularly across the school which gives senior leaders the chance to see and share best practice with reading as well as support staff and offer further training, if needed.

Writing

How we teach

It is our intent at Walkley Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas effectively. At Walkley Primary School, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills during their writing lessons and across the whole curriculum. Our writing lessons are linked closely to reading, where pupils develop their writing using high quality texts. A carefully selected text provides rich language models and structures from which children can learn how writing works and the effect it can have on a reader. With a rich diet of quality texts and enriching experiences, children will be able to find their own reasons to write and develop a style that fits the purpose, audience and form intended. Spellings are taught weekly and practised in school with teacher input. Handwriting is taught twice a week in KS1 and weekly in KS2.

How we assess

Each lesson recorded in books will be acknowledged by teachers. Practice lessons, plans and independent writes will have a 'deep mark' so that any misconceptions can be addressed. Children self-assess each lesson against the 'Remember tos' – the building blocks in the lesson to reach the learning objective Teachers then mark their agreement with the child's own judgement. After the children have completed their independent write, and before the editing lesson, teachers will read through the children's work and draw out common errors, spelling patterns and missing punctuation. This will be captured on whole-class writing feedback sheet. These errors will provide the focus of the editing session. Teachers will mark children's accuracy in their independent work. The following marking codes will be used:-

- a) double tick when they have demonstrated the age-expected taught features, grammar and spelling
- b) missing punctuation put into the margin for children to insert on that line
- c) sp written in the margin (and the word underlined in that line) for children to correct. This should be spellings that have been taught or a common exception word they should know. Only age-expected spellings that have been taught already should be corrected. For GD children, other spellings could be corrected.
- d) a wiggly line for a part of the write that doesn't make sense for the children to read again and correct
- e) a ^ for a missing word in the place it should be inserted

A positive, written comment about the write will be given to the children. Any feedback or 'wishes' to be actioned in the 'edit' lesson unless very child-specific. Spellings are also provided to practice three times as a scaffold for commonly misspelt words children should be spelling correctly (if necessary). In the case of misconceptions, verbal feedback may be given or the teacher may scaffold the learning in their marking.

Teachers will use ongoing formative assessment to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the independent write that pupils produce at the end of each unit. For each writing unit, the associated SPaG has been carefully mapped out and genre matched. In order to develop their grammar skills, children are taught elements of SPaG in the context of their writing and are taught how, and why, it is used. Children are then given time to practice this as part of the writing cycle. Any misconceptions are addressed at this stage. Termly SPaG assessments, provided by Testbase, are also used to provide further end-point assessment data.

Moderation uses Teacher Assessment Frameworks (TAFs) to support judgments on children's current attainment against national; curriculum expectations for each year group. These have been produced by the writing team and are modelled on and align with the DfE Teacher Assessment Frameworks for Year 2 and Year 6. These are used at points across the year to consider the likelihood of meeting end of year standards.

Spellings are introduced on a Friday and children practice these throughout the week. Assessment of that week's spellings happen at the end of the week. Information from weekly spelling tests, diagnostic analysis on Spelling Shed and termly SPaG assessments will also be used to inform teacher assessments. Assessments are recorded on the PiTA assessment grids and moderated internally, across schools and at local authority moderation meetings.

Previous SATs papers are used in Y2 and Y6 as assessment points throughout the year to feed into ongoing teacher assessment.

Maths

How we teach

All maths lessons at Walkley Primary consist of:

- Responding to marking and completing a 'do me first' activity
 - A CLIC Big Maths session to develop fluency of key skills in Key Stage Two (including elements of SAFE in Year 5 and Year 6)
 - A mastering numbers session in EYFS and Key Stage One
 - Teacher input following White Rose
 - Independent tasks to develop fluency, reasoning and problem solving
 - Plenary to consolidate the learning
- TT Rockstars also takes place from Year 2 onwards to practice and consolidate the learning of times tables facts.

How we assess

Through the White Rose learning journey and the clear small steps approach, the teachers, support staff and the pupils assess their learning continuously throughout the lesson. Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. Assessment in Mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children.

- Marking feedback – children self-assess each lesson against the 'Remember tos' – the building blocks in the lesson to reach the learning objective. Teachers then mark their agreement with the child's own judgement. Teachers will mark children's accuracy in their independent work. A written comment will look at the child's understanding of the learning objective and provide the next step. In the case of misconceptions, verbal feedback may be given or the teacher may scaffold the learning in their marking.
- At the end of the unit, block assessment tasks are completed, where children have the opportunity to reflect on their knowledge and understanding.
- Teachers will use their judgement from lessons and from end of block assessments to inform their judgement of each key objective on the PiTA grid. Objectives are organised in to White Rose blocks of learning and children are judged using the 6-point PiTA scale for how well they are achieving against each statement.
- Three formal assessments take place in a year using White Rose end of term assessments or past SATs papers (Year 2 and Year 6). These raw scores are captured on PiTA grids and used to judge outcomes of working towards the standard, meeting expected standard and achieving greater depth.
- Pupil progress meetings are held regularly to discuss the progress children are making and to discuss the need for different approaches or interventions in light of assessment data in order to close any gaps in learning.

Due to the identified need across school to focus on fluency in number and calculation methods, weekly CLIC assessments take place in Key Stage 2. Children complete a prepared activity of 10 at their assessed level covering a range of areas of number. This enables staff to track progress and assess the impact of teaching and learning. These are then marked and the scores inputted in to the Big Maths website. If a child scores 10 out of 10 and is working below expected standard, the child then moves to the next CLIC level the following week. If a child scores 10 out of 10 and is working at or above the expected standard, they need to achieve 10 out of 10 3 times before they progress to the next level. However, children will not move on to CLIC levels beyond the content of the year group teaching and will be involved in designing CLIC challenges when they reach the upper level for the year group. Children are given time to

work on the questions they have got incorrect before the following week. CLIC levels are captured on PiTA grids. In Year 5 and 6, weekly SAFE assessments are also completed using the same rationale as CLIC testing.

Results from weekly paper tests for TT Rockstars are inputted to the TT Rockstars website and are reflected on the class leader board display.

Once a term, a baseline assessment is also administered which assesses the knowledge of the children across all times tables. The rock speed (calculated as number correct in time completed) is then captured on the PiTA grids.

Year 4 also record the soundtrack score as this gives an indication of achievement in line with the Year 4 multiplication check.

Wider Curriculum

In a similar approach to the small steps identified for core curriculum units, each unit within the wider curriculum subjects will outline the crucial learning needed as identified by subject champions and teachers. This crucial learning is the key knowledge, concepts and skills that the pupils need to have gained from the unit. Assessment for each unit will be against this crucial learning to ensure any gaps can be addressed. The sequence of planned lessons will teach the crucial learning and build in opportunities to revisit and consolidate this through the unit. The expectation is that all pupils meet the crucial learning by the end of the unit and post teaching should take place within units when formative assessment indicates this may not be the case. Assessment will also provide feedback to the subject champions to enable them to assess the impact and will be used to track an individual pupil's learning journey. This assessment information will be captured at the end of the unit on the medium-term plan for access by:

- the current class teacher to inform next steps in future units and to inform feedback to parents
- subject champions to inform next steps for the subject
- next class teachers to pick up on common next steps
- SLT to be used for monitoring purposes.

The feedback will include key feedback on the unit delivered including any missed areas of learning, changes noted for when the unit is delivered again, whole class knowledge, skills and concepts that may need revisiting in future units.

The medium-term plan assessment capture will also indicate pupils who have not met, have met or have exceeded the crucial knowledge for each unit. Notes will be made on any gaps that need addressing on an individual pupil level. The expectation is that all pupils meet the crucial learning by the end of the unit and post teaching should take place within units when formative assessment indicates this may not be the case.

Example of assessment capture grid on medium term planning.

Year group: 1	Term: Summer	Topic: Events That Changed Our World
Crucial Learning The expectation is for ALL pupils to achieve the crucial learning and post teaching should be used to close the gaps.	1. 'History' is the story of what has happened to real people in the past. 2. Time is linear and we refer to the past by saying how many units ago. e.g. five minutes ago, ten years ago 3. Some events are so significant that we remember them long after they happened. 4. The fire brigade came about as a consequence of the Great Fire of London. 5. The Gunpowder Plot is remembered because it was treason (breaking the law).	
Unit Feedback (any missed areas of learning, changes noted for when the unit is delivered again, whole class knowledge, skills and concepts that may need revisiting in future units)		
Working Below – what crucial learning is not secure? What has been done to try to secure it?	Working Below Working At Expected Working Above	Working Above – what crucial learning have they excelled at?
Pupil Example – 'time is linear' – used time line context of pupil's own life and related to maths and time. Still confusion between past and future.	Pupil Example	
	Pupil 1	
	Pupil 2	
	Pupil 3	
	Pupil 4	
	Pupil 5	
	Pupil 6	

Due to the different methods of teaching and learning used in each wider curriculum subject, the capture of pupils learning journeys through a unit and the assessment approaches used to assess against the identified crucial learning will be subject specific. These are outlined for each subject in turn.

Science

How we teach

Lessons are sequenced, based on the WPS Science Programme of Study. Knowledge Organisers are used at the beginning of each unit, to introduce key vocabulary and concepts. Lessons, based around an 'Enquiry Question', provide pupils with a range of specific tasks, which give them a worthwhile experience to develop their understanding of science. Children have the opportunity to plan, make predictions, carry out and evaluate scientific investigations, including the concept of 'fair testing'. Furthermore, they will develop the ability to record results in a range of different formats.

How we assess

Science learning is captured through a combination of work in books and photographic or video evidence on the class website pages. Key Stage two pupils will predominantly capture their learning in individual work books and includes writing, charts, calculations, diagrams and photographs. Each lesson includes a Key Question and remember tos will identify the key steps of learning in the lesson. Pupils will self-assess against these remember tos and staff will mark the pupils work indicating their agreement with the pupil's own self-assessment. At the end of each unit in the science curriculum, pupils will complete a science quiz/ assessment to show what they have remembered, understood and know. Class teachers will use this to inform their teacher assessments for each pupil. Teachers will also use observations and contributions during class discussions, during investigations and practical activities to assess the pupils conceptual understanding and skills in working scientifically.

History

How we teach

Within History lessons, children will be asked a Key Question which frames the context of the lesson (from the Key Knowledge progression document). The Learning Objective highlights the History skill that children will practise (selected from the Key Skills progression map). During their lessons, they will produce work using a variety of methods, including, but not limited to: drama, conscience alley, hot seating, group discussion, speaking and listening, photos, use of the forest school, writing to show understanding and use of ICT through both iPads and Chromebooks.

How we assess

History learning is captured through a combination of work in books and photographic or video evidence on the class website pages. Key Stage two pupils will predominantly capture their learning in individual work books. Where learning is evidenced in books, 'Remember To' statements will identify the key steps of learning in the lesson. Pupils will self-assess against these 'Remember To's and staff will mark the pupils work indicating their agreement with the pupil's own self-assessment. 'Exit ticket' questions have been designed by the subject lead to give children the opportunity to prove that they have met the crucial learning outcomes. These will be used during the unit to assess what pupils know: what they have remembered and the concepts that they have understood and the skills that they know how to use. Class teachers will use this information to inform teacher assessments for each pupil. Teachers will also use observations and contributions during group work and class activities to inform their teacher assessments.

Geography

How we teach

Geography lessons at Walkley Primary School consist of:

- Reference to prior learning;
- Enquiry questions
- Use of atlases, maps, Google Earth/Maps and Digimaps

- Teacher input to develop knowledge and skills in order to meet the lesson objective;
- Independent tasks to develop children's understanding of key skills; (map reading, interpreting graphs, use of a compass)
- A plenary to consolidate the crucial learning

Within Geography lessons, children will be asked a key question which frames the context of the lesson (from the Key Knowledge progression document). The Learning Objective highlights the geography skill or knowledge that children will practise (selected from the Key Skills progression map). During their lessons, they will produce work using a variety of methods, including, but not limited to: group discussion, speaking and listening, photos, map reading, use of the forest school and use of ICT through both iPads and Chromebooks. Planning, carrying out and evaluating fieldwork is an essential opportunity for enriching and extending learning and each year group will have at least one opportunity per academic year.

How we assess

Geography learning is captured through a combination of work in books and photographic or video evidence on the class website pages. Key Stage two pupils will predominantly capture their learning in individual work books. Where learning is evidenced in books, remember to identify the key steps of learning in the lesson. Pupils will self-assess against these remember to and staff will mark the pupils work indicating their agreement with the pupil's own self-assessment. Quiz questions will be used during the unit to assess what pupils have remembered, understood and know. Class teachers will use this information to inform teacher assessments for each pupil. Teachers will also use observations and contributions during fieldwork, group work and class activities to inform their teacher assessments.

Design and Technology

How we teach

The DT Association's Projects on a Page scheme of work provides the framework for learning and teaching in Design and Technology. Key skills and knowledge for Design and Technology are mapped across the school to ensure progression between year groups. The areas of learning are mapped out on a whole school overview to ensure there is the right coverage and that progression is planned within and across year groups. When designing and making, the children are taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately.
- select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

Develop, Use and Apply Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products.
- understand and use electrical systems in their products.
- apply their understanding of computing to program, monitor and control their products

- understand some of the ways that food can be processed and the effect of different cooking practices (including baking).

How we assess

Design and Technology learning is captured through a combination of work in books and photographic or video evidence on the class website pages. Key Stage two pupils will predominantly capture their sequence of learning in individual work books. Where learning is evidenced in books, remember tos will identify the key steps of learning in the lesson. Pupils will self-assess against these remember tos and staff will mark the pupils work indicating their agreement with the pupil's own self-assessment. The final product design will also be evidence either in the work book or on the class website page. Teachers will also use observations during practical elements of the sequence of learning to inform their teacher assessments.

Art and Design

How we teach

Each unit is based upon an artist of study that offers inspiration for a final piece

Children follow a six-week programme:

Session 1: immersion - artist of study

Session 2, 3, 4: focus skills to explicitly teach skills needed to achieve final piece

Session 5: planning of piece

Session 6: create a final piece that is inspired by the artist but captures a child's individualism and evaluate

How we assess

Art and design learning is captured through a child's sketch book which will evidence each stage of the sequence of learning. The final artistic pieces design will also be evidence either in the work book or on the class website page. These will also be stored as a class PowerPoint on the school network. Each unit will also have an associated assessment sheet placed in the sketchbook identifying key learning through the unit. Pupils will self-assess against this. Teachers will mark their agreement against the pupil's self-assessment. Teachers will also use observations during practical elements of the sequence of learning to inform their teacher assessments.

Music

How we teach

Music lessons at Walkley Primary School consist of

- Listening and Appraising
- Listening and Appraising Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

First access Music Hub Lessons consist of Y2 Recorders, Y3 Violins, Y4 Violins.

How we assess

Music learning is captured through video evidence placed on the school's You Tube channel and shared on the school website class pages. The videos capture evidence of the sequence of learning and the end point performance. Teachers will also use observations during practical elements of the sequence of learning to inform their teacher assessments.

Physical Education (PE)

How we teach

- 2 hours of high-quality PE lessons.
- develop a range of sporting skills including swimming
- be active throughout the lesson.
- understand the importance and effect of exercise and being healthy
- develop a sense of fair play and sportsmanship
- evaluate their own work as well as the work of other children.
- have the opportunity both to collaborate and to compete with each other.

How we assess

PE learning is captured through video evidence placed on the school's You Tube channel (PE assessments) The videos capture evidence of the sequence of learning and the end point performance (dance performances). Teachers will talk to the children before the video to recap all the key vocabulary so it can be used in the video. Teachers will also use observations during practical elements of the sequence of learning to inform their teacher assessments. PE cohort books are used to capture class reflections on their learning in a unit against the identified crucial learning.

Computing

How we teach

Computing is taught through 5 units of work over the school year. We teach 2 units of Multimedia, where children learn how to use a computer to plan, create, edit and share a digital artefact. We teach 1 unit of Handling Data, where children learn how to collate, create and share practical data using a computer. We teach 2 units of programming where children learn how to use algorithms to program practical robots, create simple codes in Scratch Jr as well as exploring Scratch, Microbits and Crumbles. Computing can be taught practically, using staff windows laptops, using the 15 KS1 iPads, the 30 KS2 iPads or the 32 KS2 Chromebooks.

How we assess

Computing learning is captured on the school website showing the process of learning as well as sharing finished multimedia projects. In Key Stage Two, the learning journey may also be captured through individual pupil's Google Classroom account where appropriate. Teachers will also use observations during practical elements of the sequence of learning to inform their teacher assessments.

Religious Education (RE)

How we teach

Each RE unit has an overarching key enquiry question. It spans one half term and follows the same structure across the school:

Step 1: Engagement - The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not.

Step 2: Investigation - The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question.

Step 3: Evaluation - This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task, which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry.

Step 4: Expression - Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.

Whole class, partner and group discussions form a large part of most lessons along with work in books.

How we assess

Assessment is predominately whole class discussion based, with key children targeted to ascertain their knowledge and understanding. These discussions take place throughout the unit in order to identify and address gaps. Any gaps will be addressed later in the learning sequence or revisited in future units, particularly skills gaps.

MFL (Spanish)

How we teach

Teachers need an understanding of the basic spoken language which will be repeated through each learning sequence, such as current vocabulary, asking simple questions and expressing simple opinions. The teaching should provide an appropriate balance of spoken and written language. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

How we assess

Effective assessment practice in language learning should foster motivation, enjoyment and progress in learners.

Assessment should support learners to feel confident and successful and help build resilience, enthusiasm and persistence in continuing to learn languages.

Assessment should be embedded in the language learning process, respecting that language development includes making mistakes, whilst also establishing high expectations for individuals.

Spanish learning is captured through a combination of work in books and video evidence on the class website pages. Where learning is evidenced in books, remember tos will identify the key steps of learning in the lesson. Pupils will self-assess against these remember tos and staff will mark the pupils work indicating their agreement with the pupil's own self-assessment. All learners should be able to describe their own progress in ways that can be fully understood by themselves. Initially, when learning new vocabulary, this will be evidenced in books, with children building a 'glossary' of new vocabulary. As units progress, this will develop into incorporating this new vocabulary into written and spoken sentences - Teachers will use observations of spoken language and contributions during group work and class activities to inform their teacher assessments.

Quiz questions and games can be used to assess learning, recap and remind children of their new vocabulary.

Citizenship (RSHE, PSHE and Online Safety)

How we teach

The curriculum concentrates on:

1. Relationships: Family and Friends
2. Community: Our communities and online safety
3. Mental well-being: Understanding my feelings
4. Physical Health: Staying Healthy
5. Growing up: Growing and changing

We explore a curriculum which raises discussions around citizenship. We encourage our children to share their own views respectfully. Each lesson has a question which the children will explore through presentations, videos, story books and drama.

How we assess

Citizenship learning is captured in a whole class book and in photographic and video evidence on the class website pages. Evidence in the class books captures contributions from the pupils in the class as well as examples of any tasks completed. Teachers will also use observations and contributions during group work and class activities to inform their teacher assessments.

Reporting to parents/carers

Parents are encouraged to be active participants in their child's learning. We aim to keep parents fully informed of the curriculum the children are accessing through half termly cohort curriculum newsletters, class website pages, the school newsletter, Google Classrooms including homework tasks and learning log activities, the curriculum pages on the website, reading journals and annual reports.

Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' evenings are held in the Autumn and Summer terms. A full report is sent to parents in the Spring term. This report will provide information about the child's performance in all National Curriculum subjects as well as comments on a child's general progress.

Parents will be informed of the results of any public examinations including the Year 1 phonics screening check and in Year 4 the Multiplication Tables Check.

At the end of KS2, parents will be informed of:

- Outcomes of statutory National Curriculum teacher assessments in English writing and science
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Where appropriate, a statement explaining why any National Curriculum test has not been taken
- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

Inclusion

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. The Birmingham Toolkit will be used to identify the next step in learning across different areas for a child and will be used to track small steps of progress.

Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. To this end, we finish off the half termly assessment process with a pupil progress meeting. Here, teachers look at their particular groups (core subjects) and assess how they are doing. They consider gaps in crucial learning for the cohort group and how they plan to address this in class, as well as thinking about individual children and what can be done to support them. They will use data from the PiTA grids and analyse reports provided from the Tracker to identify these trends.

Members of the leadership team then meet with each member of staff termly and discuss each child. Children who are not on track to make expected standards are then picked up individually. The relevant member of the Leadership team, alongside the teacher, will decide on a course of action for that child, which may include a course of intervention, a possible referral for SEN, use of the Birmingham Toolkit to identify the next small step target or a social intervention for example. The progress of identified children is then reviewed at each Pupil Progress meeting to monitor the closing of gaps in crucial learning.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Headteacher

The headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

Assessment lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders and teaching staff on the use of assessment systems, analysing the data from cohorts and prioritising next steps for key stages/ classes/ individual pupils.
- Tracking completed assessments and making sure they are moderated; data is collected and teachers respond to the results appropriately

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Involvement in moderation to ensure consistency in assessment judgements
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring

This policy will be reviewed annually by the leadership team and the teaching and learning governor group.

At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. SLT are responsible for ensuring that the policy is followed.

SLT will monitor the effectiveness of assessment practices across the school, through:

- Moderation

- Lesson observations
- Book scrutinites
- Pupil conversations
- Pupil Progress meetings