



# The Winterton Federation Assessment Policy



## “TO BE THE BEACON FOR LEARNING”

*“The teaching of your word is light, so everyone can understand”  
(Psalms 119:130)*

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils’ needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are to:

- provide information to support progression in learning through planning;
- provide information for target setting for individuals, groups and cohorts;
- share learning goals with children;
- involve children with self and peer assessment;
- help pupils know and recognise the standards they are aiming for;
- raise standards of learning;
- identify children for intervention;
- inform parents and where appropriate external agencies of children’s progress;
- complete a critical self-evaluation of the federation.

### **Assessment for Learning**

Assessments for learning are opportunities which are a natural part of teaching and learning which are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve, (see federation Teaching and Learning policy/Marking and Feedback policy).

### **The Winterton Federation Assessment Cycle**

Formal assessment is a systematic part of our federations’ work which is used to track each cohort in the federation. It is through an effective tracking system that the needs of every pupil can be met and that the federation develops a clear understanding of how to raise standards.

The Assessment cycle at The Winterton Federation includes:

Data from statutory assessments

- Reception Baseline (2020);
- EYFSP
- Phonic Screening;
- Key Stage 1 assessments;
- Year 4 Multiplication Check;
- Key Stage 2 assessments.

Formative assessment

- Early Years Foundation Stage Tapestry observational assessments;
- KS1 Read Write Inc daily spelling/sound check;
- Common exception word spelling test;



## The Winterton Federation Assessment Policy



- Times Table Rockstars test (weekly);
- Weekly arithmetic test;
- Spelling test (weekly);
- Ongoing teacher assessments in all subjects on a termly basis.

### Summative assessment

- Half termly Read Write Inc Assessments Reception - Year 1/Year 2 if Phonic screening has not been passed;
- KS1 Reading Assessment miscue analysis half termly basis to inform book banding;
- Optional Standardised Tests (Testbase) for Y1-Y5 in July;
- Termly core and non-core teacher assessments using the federation assessment system.

The regular reviewing of tracking data gives teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the federation can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment ensures 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.

To achieve this at the Winterton Federation we:

- follow the Assessment cycle and update the data on a termly basis on the federation assessment system which is FFT
- use information to identify percentages of children working at Age Related, below Age Related or working above Age Related within a cohort;
- analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are higher attainers, those with special educational needs and those in receipt of Pupil Premium Funding;
- set FFT targets for Maths and English and share information with the Executive Headteacher, assessment coordinator, SENDCO, subject leaders and governors;
- work with federation colleagues to moderate and agree judgements termly for core subjects;
- take part in external moderation activities and LA moderation cycle;
- analyse data at the end of the academic year to track 'value added' progress made by cohorts, groups of pupils and individuals.

### Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The yearly reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At The Winterton Federation we:

- provide opportunities for parent/carer consultations (Autumn Term parent/carer evening; Summer Term parent/carer afternoon) so that parents can discuss how well their child has settled and be involved in the target setting process; have opportunities for a yearly report;
- provide a yearly written report in the Spring Term which gives information relating to progress and attainment and future targets;
- discuss pupil progress at the request of parent/carer by appointment.



## The Winterton Federation Assessment Policy



The assessment co-ordinator:

- formulates the federation's assessment policy in consultation with the senior leaders, staff and governors;
- reviews the policy regularly in the light of statutory requirements and the needs of the federation;
- provides support and guidance with assessment and keeps up to date with current information;
- resources the federation with relevant tests and updates assessment cycle;
- maintains the electronic 'tracking file' and consults with all staff about the targets set and progress made through termly pupil progress meetings;
- highlights pupils and groups of pupils who have made less than expected progress or are working below expectations and implements appropriate interventions accordingly;
- analyses results 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;
- reports to governors regarding the policy, statutory test results and cohort targets.

### **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the federation. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At the Winterton Federation we:

- meet regularly to moderate English and Maths assessments, both in school and with networks;
- moderate EYFS observations/work through planning, work sampling, observation sharing, pupil voice, feeding findings back to members of staff;
- collate evidence to triangulate teacher assessments, such as through the use of books in science and pitch and expectations in Maths and English;
- Statutory Assessments at EYFS/Y1 Phonics Screening/End of Key stage 1 and 2.

***Assessment Policy reviewed by Ros Taylor: Summer 2023***

***Policy accepted by Staff: Summer 2023***

***Policy review date: Summer Term 2026***