



# White Hall Academy

APPROACH TO ASSESSMENT

## Assessment at White Hall Academy

### **The aims and objectives of assessment in our school are:**

- to enable our children to demonstrate what they know, understand and can do in their work;
- 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**

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

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 White Hall**

Staff at White Hall have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. 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.

### **Nursery learning journeys**

Every child's progress is closely monitored at White Hall Academy (Little Stars) in order that we can provide the best possible opportunities and highest levels of support. When your child starts nursery, staff will informally monitor his/her development and keep detailed records. This information is shared with families and either transferred to the reception class or to the child's new school. We track against the 'Development matters' statements (EYFS curriculum).

### **Foundation stage profile**

Upon entry in September, each pupil in reception will undertake a baseline assessment. At White Hall we use The Early Excellence Baseline.

The Early Excellence Baseline (EExBA) offers a principled approach to on-entry assessment. It does not include any predetermined tasks or tests and will not disrupt settling in routines. Instead, as part of their everyday practice practitioners build their knowledge of each child through their observations, interactions and every day activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.

EExBA asks practitioners to make an assessment of what matters most using 47 assessment statements that cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas of Literacy and Maths

The EExBA Early Excellence Reception Baseline Assessment is completed online and automatically produces the data needed by the Department of Education. This data is made available to schools in a way that supports tracking and monitoring progress. The baseline assessment must be completed within the first 6 weeks of a child joining their class.

Children continue to be assessed throughout the year within class where staff will add information to an assessment profile, including 'Tapestry' for each individual. Insights will be shared at parent consultation meetings. Your child will have a learning journey book of photos and comments which will be available during the year for you to add to. We strongly encourage parents and children to contribute to the profiles.

## Year One Phonic screening check

All children in Year 1 will participate in a phonics screening check. This is a statutory assessment, which ensures the children are leaving Year 1 with the correct phonological understanding. This assessment will be administered by the Year 1 teaching team. Parents are informed of the result within the Year 1 end of year report.

## SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. They will be tested on:

**Year 2:** Reading; Grammar, Punctuation & Spelling; Mathematics

**Year 6:** Reading; Grammar, Punctuation & Spelling; Mathematics (Arithmetic and Reasoning)

From September 2015, SATs results will be given differently from previous years. The Department of Education has withdrawn 'levels', each child's attainment will be given as a 'scaled score' at the end of Years 2 & 6. Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. The information we have at present is:

Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year. The scale will have a lower end point below 100 and an upper end point above 100. Once a national standard has been set, we will use a statistical technique called 'scaling' to transform the raw score into a scaled score. This will be published after the first tests have been administered.

## Marking and assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to evaluate their learning using the Feedback 5 system. They write a number from 1-5 in their books next to the WALT. This is based on whether the child could teach someone else the concept, they are also encouraged to write a comment. Children are given time to edit their work and reflect on their learning.

Assessment in Years 1 to 6 is recorded on Target Tracker. Children are assessed against the following descriptors:

- No understanding/knowledge
- Beginning - to demonstrate knowledge, support may be needed.
- Working towards - a growing ability and independence (prompting possibly needed)
- Secure - Exhibits skill independently
- Secure plus - Exhibits skill spontaneously and with confidence (mastery)

The focus of each assessment will usually be a key performance indicator or National Curriculum criteria. Learning objectives will also be recorded. Assessment sheets can be completed as a baseline, at the end of a unit of work or as a summative document. Each key performance indicator or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress.

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as 'exit passes', class quizzes, mastery mind etc.

Assessment information will be used to inform planning and to identify children who may need extra support. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books.

## **Termly Learning Conferences**

Parents are very welcome in school and we aim to involve them with their children's education as much as possible. Termly Learning conferences take place in the Autumn and Spring terms. In addition to this if you wish to meet with the class teacher please arrange an appointment after school. The Headteacher and Deputy Headteacher are always happy to listen to concerns or to offer support. Please call at the office or telephone for an appointment.

## **Reports to parents**

At the end of each year your child will bring home a full report detailing progress and achievements across the curriculum. Parents / Carers are encouraged to provide feedback to the school. Any external assessment data will be sent home with the report.