

Introduction:

Northway Primary and Nursery School is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our Northway Curriculum from Nursery to Year 6.



RESPECT • TRUST • COURAGE • COMPASSION • FORGIVENESS • PERSEVERANCE • HOPE

1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of Assessment carried out at Northway Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

Aims:

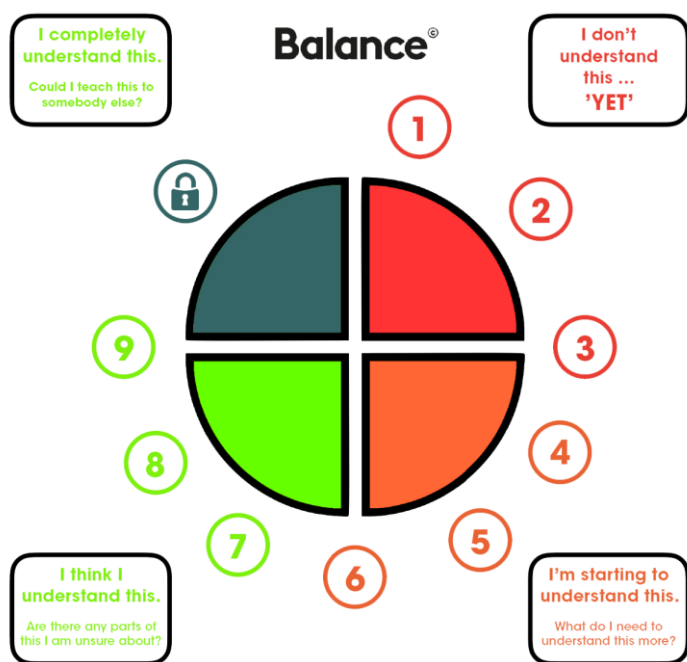
Here at Northway, we are passionate about formative assessment. We believe that effective assessment is at the heart of teaching and learning; it provides information to guide and improve teaching and learning, ensuring that our teaching embeds knowledge and supports children to use it fluently or to check understanding and inform teaching. By assessing the depth of learning alongside curriculum coverage, we have a truly formative assessment system which informs future planning to support pupils next steps in learning.

Objectives:

We want pupils to be able to determine what they actually know about a concept within a subject, how well they understand it and if they can apply their knowledge to other areas of the curriculum and within their own lives.

We want teachers to be able to identify pupil's knowledge of a subject; what gaps they may have in their prior learning and what area's they need to address to close these gaps to enable pupils to have a depth of understanding that enables them to apply their learning across the curriculum.

The Senior Leadership and Leadership team will have an overview of pupil's progress and attainment across the curriculum, in order to challenge and support teachers to enable every child to reach their full potential.



3. Implementation

Northway pupils are continuously engaged in assessing their own knowledge and understanding of their learning.

Learning begins with a pre-assessment task of their current knowledge and understanding using the Learning Wheel. This assessment process will continue throughout every stage of learning, within every subject.

A post assessment is completed at the end of each teaching sequence to ensure

pupils can independently apply their learning.

Pupils will give themselves a learning wheel score of 1-3, if they feel they do not understand it 'yet'.



A score of 4-6 is given if they feel they are beginning to understand it, but may need scaffolding or support.



A score of 7-9 is given if they feel they do understand the learning.



A padlock is given once pupils feel they are completely secure and could teach it to someone else.



This judgment is subjective to the pupil, based on their ability to understand the skills and knowledge of the concept and how to use it effectively for application across the curriculum. This supports pupils to measure their own strengths and areas of development.

Strategies

On-Going Formative Assessment:

Balance is our online planning and assessment tool which enables teachers to use the Learning Wheel system in real time learning with pupils. Teachers will assess pupils daily using the same Learning Wheel system in every lesson. This formative assessment system enables teachers to collect accurate data in relation to every individual pupil's knowledge, skills and understanding against each objective in the National Curriculum. Pupils progress is tracked over time, in line with the percentage of the curriculum that has been taught, against Age Related Expectations to ensure a pupil is on track in their individual learning journey.

This facilitates teachers to target individual next steps for pupils according to their needs, through in class support or out of class intervention sessions.

A professional judgement will be made about a pupil, using the language:

Pre-Key Stage (Signifies a pupil is working below their current key Stage expectations)

Working Towards Expected

Expected

Greater Depth

Data will be inputted into a brick data sheet to share

Summative Assessments

Summative assessments take place at the end of each half term for years Two and Six. These year groups will complete moderation documents against each objective in the National curriculum, to ensure every pupil has sufficient evidence to support the professional judgements of the class teacher and scaled score they receive in their SATS papers.

End of Year Assessments

A summative assessment is made at the end of each year in Reading, Writing and Mathematics and the Parent reports indicate how well each pupil is attaining.

Each child is also given an assessment level in the Foundation Stage subjects at the end of each year and this is entered into ExHAT.

Assessment data is reported annually to the Local Authority/DFE at the end of: -

- o Reception
- o Year 1 (Phonics Screening Test)
- o Year 2
- o Year 6

We use the following formal assessment procedures, to measure outcomes against all schools nationally:

End of EYFS

- o (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1
- (% of pupils achieving the required screening check)

End of KS1

- (% of pupils Working Towards Expected (Pre-Key stage or Emerging), Expected (Secure) or Greater Depth in Reading, Writing, Maths and teacher assessment in speaking and listening, science).

End of KS2

o (% of pupils working towards expected (Pre-Key Stage or Emerging), Expected (Secure) or Greater Depth in reading, Writing and Maths) and (% of pupils Working Towards Expected, Expected or Greater Depth in Spelling, Punctuation and Grammar test).

This Assessment Statement needs to be read in conjunction with our Marking and Feedback and Teaching and Learning policies.

Resources (including iPads)

- I-Pads
- Balance

- PIVATs

Learners who need more

In order to raise standards of achievement, within an inclusive education system, pupils working within the Pre-Key Stage standard will be assessed using the Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) small steps system. Assessing small steps of attainment, setting challenging but realistic targets and tracking pupil achievement and progress, will be completed at the end of every half term to support each pupil's learning journey.

4. Impact

Outcomes

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- ensure all pupils meet or exceed expectations
- guide and support the teacher as they use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities

Assessment

- Final Judgements will be inputted into an EXCEL Brick data sheet for all pupils to share at pupil progress meetings and final end of year data.
- Data will be inputted into a summary of standards to give a cohort, Key Stage and whole school overview.

5. Monitoring and Review

Pupil Progress meetings will be held to review the progress and attainment of all pupils and ensure barriers to learning are addressed. These are held on a termly basis and are attended by the class teacher, Subject Lead, Assessment Lead, a member of the Senior Leadership team and SENCo, where necessary.

The focus of the pupil progress meetings is: -

- To discuss attainment and progress generally within the class using the termly data report to provide context and any additional information gained from the data analysis
- Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

6. Role of the pupil / parent and Subject Lead

- Pupils will self- assess their learning using the balance wheel score
- Parents will provide feedback and work in partnership with the class. teacher to identify pupil needs to progress learning and support learning at home.
- Subject Lead will assess, monitor and analyse data to provide and overview to the Headteacher and Core Subject Leads.