

Teaching, Learning and Assessment Policy

Rationale

At Whitehall Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. At the heart of this, assessment, we believe is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. We believe that appropriate teaching, learning and assessment experiences help children to lead happy and rewarding lives.

Aims and Objectives

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of socio-economic background, ethnicity, gender, faith or stage on the Special Educational Needs and Disability Code of Practice.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring, independent and reflective learners;
- foster children's self-esteem and help them to build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and in doing so, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- enable children to grow into reliable, independent and positive citizens.

Effective Teaching and Learning

Personalised learning is central to effective teaching and learning. At Whitehall, we recognise the need to develop strategies that will allow all children to learn in ways that best suit them so that they may fulfil their potential. Many learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.

Such opportunities include:

- investigation, problem solving and reasoning
- research and finding out
- group work
- paired work

- independent work
- whole class work
- asking and answering questions
- use of computing
- cross-curricular activities
- visits to places of educational interests
- creative activities through the creative curriculum
- debates, role plays and oral presentations
- drama
- designing and making things
- global work (EMAS and Fairtrade)
- RE/SMSC Theme days
- participation in sport events
- outside classroom/environment.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Assessment Principles

At Whitehall Primary School we believe assessment is fundamental to being able to extend and challenge children’s learning so that they can fulfil their potential.

Our assessment is incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments, whether on an individual, group, class or whole school basis.

Our assessment procedures are underpinned by eight key principles: fairness, honesty, ambition, appropriateness, consistency, meaningful outcomes and feedback. A more detailed explanation of our Assessment Principles can be found in appendix 1, page 7-8.

Effective Assessment

The school assess pupils’ progress against the school curriculum to keep parents informed, to enable governors to make effective judgements about the school’s effectiveness and to inform Ofsted inspections.

We see assessment as being intertwined with effective teaching and learning and aim to:

- enable our pupils to demonstrate what they know, understand and can do in their work;
- help our pupils understand what they need to do next to improve their work;
- allow teachers to plan work that accurately reflects the needs of each pupil
- provide information for parents that enables them to support their child’s learning;
- provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school;

- gather information about the performance of individual children, groups and cohorts in order to inform target setting and monitor progress;
- provide information to inform the school's strategic planning;
- track individual, group and cohort progress;
- learning difficulties can be quickly identified more quickly and appropriate help given;
- systematically monitor and record a child's and school's overall achievements;
- ensure records, assessment and reporting can be met for legal requirements.

We firmly believe in a rigorous and systematic assessment cycle to achieve effective assessments. An overview of our Assessment Cycle can be seen in appendix 2 (page 9), where dates are set for summative assessments to be recorded and monitoring and pupil progress meetings take place. Appendix 3 (page 10) further details the types of summative assessments used six times a year in each year group across the whole school.

Key Features of Teaching, Learning and Assessment

In-School Formative Assessment

This is assessment for learning and is integral to teaching and learning. It occurs on a day-to-day basis to evaluate pupils' knowledge and understanding through sharing of outcomes and discussion with pupils on how learning outcomes can be achieved as well as the progress made. Peer and self assessment is encouraged and teaching is then tailored accordingly. The school carries out regular moderation of reading, writing and maths in collaboration with colleagues within school, with the local development group and with the local authority to ensure judgements are fair, consistent and in line with the national standards.

Examples of assessment for learning include:

- observations
- marking and feedback against the success criteria
- self and peer assessments
- learning objectives and individual or group targets
- judgements made against Key Performance Indicators (KPIs) in reading writing and maths
- samples of written and/or recorded learning
- photographic evidence
- quotations from pupils in the Early Years, in addition to the above, is used to collect evidence in a Learning Journey.

In-School Summative Assessment

Summative assessments enable the school to evaluate how much a pupil has learned and provides a summary judgement about what a pupil has learned at the end of a teaching period. Periodic assessments occur at the end of each half term. It establishes national benchmarks about what children can do and about school performance.

At Whitehall Primary, summative assessments that take place are:

- Progress Tests in reading, grammar punctuation and spelling, and maths;
- Assessment Grids in science, computing and foundation subjects;
- Standardised phonics tests;
- Target tracker.

Nationally Standardised Summative Assessment

The following formal assessment procedures are used to measure outcomes against all schools nationally:

- Reception Baseline with Early Excellence is used as a benchmark.
- End of EYFS (Reception) - % of pupils achieving a “Good Level of Development”
- Phonics Screening Test at the end of Year 1 -% of pupils achieving the required screening check (WA- working at)
- End of KS1 SATs
- End of KS2 SATs

Special Educational Needs and Disability (SEND)

Pupils identified on the SEND register are assessed in line with other pupils using PIVATs document. If appropriate teachers use progress tests from previous year groups/band to support ongoing teacher assessment.

Management Information Systems

At Whitehall Primary School we use Target Tracker to track progress throughout the whole school from Nursery to Year 6. We send Reception, KS1 and KS2 data to the local authority using Assessment Manager. Pupil progress is monitored each term through Pupil Progress meetings. At the end of the summer term, the SLT analyses individual, group and cohort performance to compile a EYFS, KS1, KS2, English and Maths Data Report for governors.

Target Setting and Tracking

Individual pupils’ progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment, progression statements for reading and writing, as well as test results. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.

We have very robust and rigorous assessment procedures in place where there is a clear timeline for assessment and data analysis. This is documented in an Assessment, Data Analysis and Monitoring handbook which is presented to staff at the teacher Inset Day in the autumn term where staff are informed of the assessment cycle for the coming year. Further meetings/trainings are held in the academic year for up to date information and professional development. Data collected is collected on a regular basis and is shared with staff, pupils, parents and governors. A monitoring report is produced for each child in the spring term prior to the parents’ evening which informs parents of their child’s progress and targets that will enable them to make progress.

The Headteacher and SLT together with the subject leaders, where appropriate, monitor pupil progress through lesson observations, pupil interviews, work scrutiny, planning and assessment scrutiny.

Pupil Progress Meetings

Pupil Progress meetings are designed so that individual pupils’ progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place at the end of term 1, 3 , beginning of 5 and at the end of 6. Teachers complete an

analysis highlighting interventions and areas of concern. Pupil Premium, EAL and More Able children are also discussed.

Intervention

It is expected that the great majority of pupils at Whitehall will make at least the expected rate of age related progress through quality first teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Provision Mapping meetings are held to discuss progress of pupils listed in Pupil Progress Meetings. Provision for Pupil Premium, EAL and More Able children are also discussed.

Purpose of Assessment

The main purpose of our rigorous assessment procedures is to:

- 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
- guide and support the teacher as planner, provider and evaluator
- 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
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and senior leaders as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

Professional Development

At Whitehall we believe that informed and well-trained staff enhance the quality of children's learning and welfare. Through the School Development Plan training resources are directed in the most effective way to meet individual and whole school needs.

Training is delivered through a variety of ways:

- Mentoring
- INSET/staff meeting
- LA training
- Network meetings
- Research and enquiry

We believe that the monitoring of teaching, learning and assessment should be developmental. We use the phase system to support quality first teaching which consists of a fortnightly meeting whereby planning, assessment, performance monitoring, and moderation of work as well as book scrutiny takes place.

Roles and Responsibilities

Governors: Monitor whole school progress data with support of Headteacher and Deputy Headteacher.

Headteacher/SLT: Moderate assessments regularly and provide data analysis reports to staffs and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance appraisals to address underperformance and to set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning and teaching in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents: Support children at home with homework to positively impact on progress.

Pupils: Complete work to the highest standard in order to make good progress at school.

Appendix 1:

Assessment Principles at Whitehall Primary School 2014

Our assessment procedures are underpinned by the following principles:

Principle 1 - Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for pupils to demonstrate and review their progress.

Principle 2 - Assessment is fair

- Assessment is inclusive of all abilities.
- Assessment will focus on the specific elements that the pupils were asked to develop during that piece of work.

Principle 3 - Assessment is honest

- Assessment outcomes are conveyed in open, honest and transparent ways to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Principle 4 - Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards (EYFS, Year 2 and Year 6). This will be developed across other year groups as the new curriculum becomes embedded.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Principle 5 - Assessment is appropriate

- The purpose of any assessment process should be clearly stated.
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.
- Assessment should demand no more procedures or records that are practically required to allow pupils, their parents and teachers to plan future learning.

Principle 6 - Assessment is consistent

- Judgements are formed according to common principles.
- A school's results are capable of comparison with other schools, both locally and nationally (EYFS, Year 2 and Year 6).
- The school will seek to work with other schools for consistency.

Principle 7 - Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning.

- Parents in supporting their children with their learning.
- Teachers in planning teaching and learning.
- School leaders and governors in planning and allocating resources.
- Government and agents of government.

Principle 8 - Assessment feedback inspires greater effort and a belief, that through hard work and practice, more can be achieved:

- Pupils are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate.

Appendix 2:

Overview of Assessment Procedures

Term		Assessment Cycle
Aut 1	September W/b 5 th October Friday 9 th October W/b 12 th October	<ul style="list-style-type: none"> • Reception Baseline • Assessment Week • Deadline for updating Target Tracker and Assessment grids • Data Analysis and Pupil Progress Meetings
Aut 2	W/b 26 th October W/b 7 th December Fri 11 th December W/b 14 th December	<ul style="list-style-type: none"> • Interventions begin (7 weeks) • Assessment Week • Deadline for updating Target Tracker and Assessment grids • Data Analysis (SLT) & Monitoring
Spr 1	W/b 5 th January (Tues) W/b 1 st February Friday 5 th February W/b 8 th February	<ul style="list-style-type: none"> • Interventions begin (6 weeks) • Assessment Week • Deadline for updating Target Tracker and Assessment grids • Data Analysis and Pupil Progress Meetings
Spr 2	W/b 22 nd February W/b 21 st March Friday 25 th March	<ul style="list-style-type: none"> • Interventions begin (5 weeks) • Assessment Week • Deadline for updating Target Tracker and Assessment grids
Sum1	W/b 11 th April May W/b 9 th May W/b 16 th May Friday 27 th May	<ul style="list-style-type: none"> • Data Analysis (SLT) & Monitoring (of Spring term) • Interventions begin (4 weeks – Yr 2 & 6; 6 weeks – FS, Yr1, 3, 4, 5) • Key Stage 1 SATs • Key Stage 2 SATs • Assessment Week • Deadline for updating Target Tracker and Assessment grids
Sum2	W/b 6 th June W/b 13 th June 24 th June (TBC) W/b 27 th June Friday 1 st July W/b 4 th July	<ul style="list-style-type: none"> • Interventions begin (4weeks) • Year 1 Phonics Screening Assessment • Deadline to return data (Reception, KS1, KS2) • Assessment Week • Deadline for updating Target Tracker and Assessment grids • Data Analysis, Monitoring and Pupil Progress Meetings for Transition

*Dates for deadlines vary from year to year.

Appendix 3:

Summative Assessment Checklist

Autumn Term – to take place during week beginning 5th October & 7th December

Spring Term – to take place during week beginning 1st February & 21st March

Summer Term – to take place during week beginning 16th May & 21st June

Nursery	Reception	Year 1	Year 2
Baseline TT (Sept)	EYFS EXBA – Data to LA (Sept)	Reading Progress Test – Test 1 & 2 (in Aut1, Spr1, Sum1)	Reading Progress Test – Test 1 & 2 (in Aut1, Spr1, Sum1)
Update Target Tracker	Update Target Tracker	GPV Progress Test– Test 1 & 2 (in Aut1, Spr1, Sum1)	GPS Progress Test– Test 1 & 2 (in Aut1, Spr1, Sum1)
		Spelling Progress Test (Spr)	Spelling: Vernon and NLS (Aut)
		Writing (news)	Writing
		Spoken Language	Spoken Language
		PM Benchmarking	PM Benchmarking
		Update Target Tracker	Update Target Tracker
		Assessment Grids	Assessment Grids

Year 3	Year 4	Year 5	Year 6
Reading Progress Test – Part A & B			
GPS Progress Test – Test 1 & 2 (in Aut2, Spr1, Sum1)	GPS Progress Test – Test 1 & 2 (in Aut2, Spr1, Sum1)	GPS Progress Test – Test 1 & 2 (in Aut2, Spr1, Sum1)	GPS Progress Test – Test 1 & 2 (in Aut2, Spr1, Sum1)
Spelling: Vernon and NLS (Aut)			
Writing (narrative and non-narrative)	Writing (narrative and non-narrative)	Writing (narrative and non-narrative)	Writing (narrative and non-narrative)
Spoken Language	Spoken Language	Spoken Language	Spoken Language
PM Benchmarking	PM Benchmarking	PM Benchmarking	PM Benchmarking
Update Target Tracker	Update Target Tracker	Update Target Tracker	Update Target Tracker
Assessment Grids	Assessment Grids	Assessment Grids	Assessment Grids

- **Maths** – Busy Ants Progress Tests to be completed each week.
- **Assessment Grids** – This is an assessment of the subjects: Science, Computing, History, Geography, Art, D&T, French, Music, RE, PSHE and PE.