



Assessment Policy

Introduction

The purpose of this document is to outline the current procedures for assessment and evaluation at West End Primary. The most critical goal of our school is to raise student achievement. We recognize that appropriate assessment and evaluation is an essential part of the planning, teaching and learning process and is therefore central to effective instruction and student success. Assessment is the process of collecting evidence of what a student can do. Evaluation is the process of interpreting that evidence, and making judgments and decisions based on it.

Purpose

- To improve the quality of teaching and learning.
- To provide guidance on the assessment, evaluation and recording activities.
- To ensure consistency of approach in carrying out assessment and record keeping.
- To inform the setting of success criteria and group targets.

Principles of Assessment

At WEPS we believe assessment should:

- Be an integral part of the learning process –monitors progress, supports learning and empowers the learner.
- Be consistent, accurate and as objective as possible.
- Be inclusive of all children, taking into account their learning needs and styles, cultural expectations and gender.
- Guide future planning, teaching and curriculum development.
- Comply with the Department of Education Services (DES) requirements.

Guidelines

Assessment Organisation:

Assessment at WEPS is closely linked to the Cayman Islands National Curriculum and EYFS Framework. Children's learning outcomes are monitored to inform future planning and teaching, and attainment is recorded to inform reports to parents, DES and other stakeholders.

Assessment Approach:

We recognise that assessment falls into four main categories:

- **Formative** – ongoing teacher assessment formally and informally so that the next steps may be planned. Results and observation are kept in teacher's record books and or in the children's own books.
- **Diagnostic** – ongoing / specific where difficulties are clarified so that help can be provided. All assessment can provide diagnostic evidence- consult with SENCO
- **Summative** – These occur at defined periods of the academic year ie end of unit, mid- term, end of term, end of year, Key Stage etc where the overall achievements of the pupils are recorded.
- **Evaluative** – when the work of the teacher, the school, and the education services is judged by the achievements of the pupils in their charge.

Assessment Procedures

Teachers will use a range of assessment procedures in order to be inclusive of individual student's learning needs and styles, and to fit a range of assessment purposes.

These may include:

- **Informal Assessment by teachers** – day to day observation, anecdotal notes, marking of pupils' work, oral and written specific and positive feedback check lists.
- **Observation of process and product** –anecdotal notes on how something was created- notes/ grades on final presentation using a RUBRIC.
- **Self and Peer Assessment** – student assess self and peers using agreed statements on the RUBRICS that are age appropriate.

Wealth and Wisdom

Show Respect, Positive **A**ttitude, **F**ollow Directions, **E**ngage In Learning

- **Conferencing** – teacher and student reviewing and reflecting on assessment information, completed work etc using anecdotal notes.
- **Exemplars** (based on moderation within and between teams) e.g., Writing exemplars created by grade levels and across the whole school.
- **Class Assessment Task** – End of unit, term etc information used to check targets and create new ones.
- **Standardised Assessments**– information from data used to develop individual and or group intervention strategies.

Recording and Reporting

Assessment information will be kept in a variety of forms. Teachers will use records to review students' progress set targets and report on students' progress.

- **Assessment Data Management Systems** – All teachers will have access to a number of data recording platforms which they are expected to:
 - ⇒ keep up-to-date;
 - ⇒ use to track the progress their students are making ;
 - ⇒ use to make judgements about the progress and attainment of their students;
 - ⇒ use to meet the individual needs of their students.

The platforms available to teachers are:

- ⇒ FFT Skills Tracker – input and view Teacher Assessment data (Science, Reading, Writing, Mathematics);
 - ⇒ FFT Report – run reports on teacher assessment and standardised assessment data;
 - ⇒ MARK – view standardised assessment data (PiRA, PUMA, GAPS);
 - ⇒ Excel Class Data Sheets – input, view and analyse all teacher assessment and standardised assessment data.
- **Student Portfolio and Exercise Books** - these should be regarded as ongoing portfolio of work used to monitor and evidence progress and use when reporting to parents.
 - **Individual Attainment Target Cards** – Each student will have an Individual Attainment Target Card – this will be used to ensure students know their individual targets and will focus on specific skills from the National Curriculum.
 - **Student Report**- written reports will be sent home at the end of each term.

Staff Roles and Responsibilities

Principal:

- Has overall responsibility for monitoring Assessment to ensure that progress is tracked, and necessary interventions are made to ensure that each pupil reaches his/her academic potential.

Deputy Principal:

- Meet with the Principal to discuss the progress of assessment, recording, reporting and achievement of children's work.
- Monitor staff collation of assessment data and ensure that it is current, up-to-date and relevant.
- Prepare staff for Portfolio Week, which will take place towards the end of each Term.
- Oversee the input of Assessment data into the Schools Assessment Tracking System.
- Work in close consultation with the Lead Teachers to analyse and compare assessment data and make suggestions as to the interventions / strategies that need to be implemented.
- Attend and lead Professional Development training as is necessary.
- Ensure that this Policy is effectively implemented.

School Improvement Leadership Team (SILT):

- Be familiar with standards of attainment within their core areas of responsibilities.

Wealth and Wisdom

Show Respect, Positive **A**ttitude, **F**ollow Directions, **E**ngage In Learning

- Analyse students' attainment data to identify areas that need to be addressed – within classes, Grade Levels, across the whole school and to support curriculum development.
- Be familiar with assessment methods for their subject and where necessary advise staff on particular assessment procedures relevant to the subject which they co-ordinate.
- Monitor standards of teaching and learning with a particular focus on the impact of agreed assessment practices.
- Meet with the Principal and Deputy Principal and discuss any issues that arise from Assessment

Class Teacher:

- Become familiar with all assessment procedures and practices used by the school.
- Is responsible for the creation and maintenance of all students' records timely implementation of all assessment procedures / practices.
- Ensure that any assessment informs future planning and is relevant to the learning objectives covered.
- Set targets with children on an individual basis and ensure marking informs children on the progress they are making and what they need to do to improve the quality of their work.
- Report any concerns that arise from assessments they make to the SENCO / Head of Department / Lead Teachers / Deputy Principals as appropriate.
- Be available to discuss children's progress with parents as appropriate.

Support Assistant

- Assist with keeping assessment records under the direction of the class teacher and/or SENCO for the children with whom she/he is working.

Monitoring

All teaching staff have a responsibility to ensure that this policy is implemented in full and that practice reflects the rationale and aims. They should regularly review their practices and approaches.

The SILT will monitor the effectiveness of the policy throughout the school through

- Classroom visits formal and informal
- Discussion with pupils about their work
- Scrutiny of students work
- Reviewing specific teaching and learning approaches
- Looking at and commenting on curriculum maps and PYP units of inquiry
- Consultation meetings with individual class teachers
- Monitoring & tracking pupils' achievement and attainment

Review Date: August 2021

Signed: _____

Date: _____