



Paddock Wood Primary Academy

Assessment Policy

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Assessment Philosophy

Paddock Wood Primary Academy is an IB World School, offering the Primary Years Programme (PYP). Our approach to assessment reflects the philosophy and objectives of the programme. The main objective of assessment at Paddock Wood Academy is to provide students with feedback on their learning, in order to allow students to learn and improve further. Teachers are expected to use assessment results to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning.

We believe assessment should:

- Be varied – using a variety of tools and strategies, both informal and formal
- Allow for all students to be successful
- Be differentiated according to the needs of students
- Provide opportunities for students to demonstrate understanding and broad interpretation of concepts learned

- Be transparent to all stakeholders – with clear criteria for success
- Allow for student choice – putting the student at the center
- Assess all elements of the curriculum offered – not just knowledge and skills
- Drive instruction, guide learning and inform curriculum planning
- Lead to reflection about learning and progress
- Provide opportunities to give timely feedback on the learning process
- Involve teachers, students, peers and parents
- Be formative and summative

“How will we know what we have learned?”

‘Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.’ (Making the PYP Happen, 2009, International Baccalaureate)

Types of Assessment at Paddock Wood



Figure 1 Weighting of assessment types

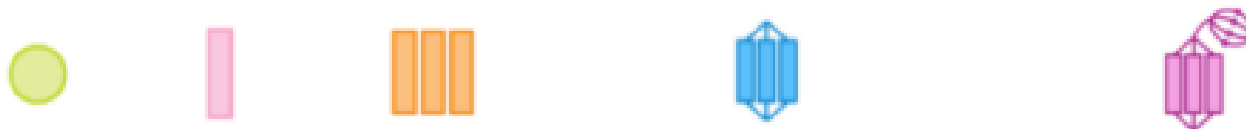
Formative (monitoring)

Most of the ongoing assessment at Paddock Wood is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle. This takes place during the lesson through effective questioning, pupil conferencing and verbal feedback.

Peer- and self- assessment

Students at Paddock Wood are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting criteria for work to be assessed against.

Solo Taxonomy (monitoring)



At Paddock Wood Primary Academy, SOLO taxonomy is used within our assessment process, which describes increasing complexity in pupils' thinking and understanding. Pupils move from factual, to knowledge-based thinking, to conceptual and abstract thinking and understanding. SOLO taxonomy starts with pupils collecting ideas, facts or knowledge, before progressing to more sophisticated and demanding levels of thinking where they are required to process the information to make connections, conceptualise and transfer their understanding. In order to assess the Foundation Subjects, SOLO taxonomy will need to be planned for and used to assess which level the children are working at. [Solo Taxonomy explained](#) This will be recorded and monitored by teachers and assessment leads throughout each module. This will be recorded on the Foundation Subject Assessment (FSA) Tracker.

Summative (formative)

Summative assessment tasks are designed to give information on what students can do, know and understand as well as the next steps the students need at the end of a unit of work and key stage inline with the curriculum expectations and government assessments. These include:

- Reception baseline in Year R
- Good level of development in Year R
- Phonics screening in Year 1
- Resit Phonics screening in Year 2
- LAT Common Assessment in Year 2
- NFER Reading and Spelling, Punctuation and Grammar in Autumn 2, Spring 2 and Summer 2 (Years 2 - 5)
- Multiplication check in Year 4
- KS2 SATs in Year 6
- Moderation in-school and across the Trust
- Writing Assessment (teacher assessed)

Assessment tools and strategies

We use a wide variety of assessment tools and strategies, always aiming for the tool or strategy that is most appropriate and will give us the most reliable information. We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand. Samples of tools and strategies are:

- observation,
- written responses,
- checklists; rubrics

- exemplars
- portfolios
- anecdotal records
- reflections
- exhibition

and all are designed to accommodate a variety of intelligences and ways of knowing.

Reporting

Parent Teacher Consultations

Parents are invited to meet with their child's teachers to discuss academic progress and social-emotional development of the student twice a school year. Consultations are 10 minutes with the class teachers. Teachers share evidence of progress and strategies forward, as well as address ways in which parents can support their child at home.

July: End of Year Reports

Formal written reports are created by teachers using the overall expectations of the Paddock Wood Programme of Inquiry. These include the skills they have developed across the year; the skills that they need to develop further and the ATL skills. Parents are then invited to discuss these reports (at an additional parent/teacher conference) with class teachers if they would like to.

Inquiry Books and Work Portfolios

Pupils at Paddock Wood maintain an Inquiry book and in EYFS a Tapestry digital portfolio throughout each unit of inquiry. Any and all work done that contributes to the understanding of the Transdisciplinary Theme and Central Idea, Key Concepts and Lines of Inquiry are included and designed to reflect the process of learning as well as progress and learning outcomes. Work completed on computers is printed or stored on the shared drive, and photographs of key learning experiences are also included where possible. These are also shared within class Floorbooks which celebrate the learning. Once a term, parents/carers are invited to view these books/portfolios as part of learning showcases. During these showcases, there is the chance to see work from across the school so as to show how the learning progresses and the children then have the opportunity to sit with their parents/carers to look at their work and discuss their learning.