

Assessment policy

Handale Primary School



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Vision

We believe in the statement that all forms of assessment should be used to improve teaching and learning. Our goal at Handale Primary School is to produce independent learners. We believe that the best form of assessment result from the on-going dialogue and interactions with children. Daily interactions are what provide the soundest judgements of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely based on a test. We encourage our pupils to be creative and imaginative and develop a love of learning. Where data is gathered, it should also be used to support those children who are underachieving or to extend the most able.

As part of the government's reforms to the new curriculum, the previous system of levels used to report children's attainment and progress has been removed. Prescribing a single detailed approach to assessment did not fit with the curriculum freedoms given to schools. Schools have been given the opportunity to develop and share curriculum and assessment systems which meets the needs of their pupils.

At Handale Primary School, we have developed, introduced and implemented an assessment framework to support pupil attainment and progression. Our assessment framework is built into the school curriculum which is based on the programmes of study in the national curriculum and we have developed a new assessment system which is tailored to our curriculum. It places a much greater focus on ensuring our children become masters of the curriculum content relevant to their age.

We have agreed on the following principles as the basis of our assessment system:

- All forms of assessment should be used to improve teaching and learning,
- Simple to use and understand,
- Testing should be rigorous and reliable,
- Underpinned by a knowledge of the curriculum,
- Inform planning and the delivery of the curriculum,
- Helps children to recognise their next steps in learning,
- Provides no unnecessary paperwork that does not contribute to teaching and learning,
- Provides reliable information to parents about how their child is doing.

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment,
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents,
- Clearly set out how and when assessment practice will be monitored and evaluated,
- Achieve our assessment aims without adding any unnecessary workload to the staff at Handale Primary School.

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Assessment Approaches

At Handale Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school Formative Assessment

At Handale, formative assessment is used to inform teaching and learning and to identify pupils' gaps and misconceptions. Learning can then be tailored to meet the needs of each child, no matter what their attainment. Pupils have regular opportunities to engage in formative assessment and demonstrate their learning in a variety of ways.

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons,
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve,
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

For example:

- Questions and answer sessions during class,
- Marking of pupils work and feedback of strengths and areas of development,
- Observational assessment,
- Scanning pupils' work for attainment and development,
- Assessing pupils' understanding of concepts, so any gaps or misconceptions are addressed,
- 'Cold' pieces of work given prior to the teaching of an English genre,
- Pre learning tasks at the start of a new topic when the theme/topic is introduced,
- Sharing learning challenges with pupils,
- Helping pupils know and recognise the standards to aim for,
- Believing that every pupil can improve in comparison with previous achievements,
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress,
- Pupils learning self-assessment techniques to discover areas they need to improve,
- Recognising that both motivation and self-esteem can be increased by effective assessment techniques.

In-school Summative Assessment

Effective in-school summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment,

Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching,

Pupils to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve,

Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

For example:

- End of year tests,
- 'Gold' pieces of work completed at the end of a teaching unit or topic,
- Termly Rising Stars SPAG and Reading tests,
- Weekly spelling tests,
- Termly Phonic Screening tests in Year 1,
- Times Table tests

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment,
- Teachers to understand national expectations and assess their own performance in the broader national context,
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonic screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)
- Times Tables Test

At Handale Primary School our approach is objective based and tracks children's understanding of the objectives based on the curriculum. Our pupils are assessed against objective criteria and national curriculum statements. Focusing on fewer things in greater depth, enables our pupils to learn and apply knowledge in a much wider range of contexts, developing secure and deep understanding. Subject leaders have produced their own assessment which has been shared with staff and implemented. Progression of skills documents are used in all subjects to identify the progression in objectives across the school. This assessment enables teachers to build on prior knowledge and identify any gaps in learning. Children are also involved in the assessment process as the assessment statements form an important part of teaching and learning.

Collecting and Using Data

At Handale, we record pupil progress assessment data termly on to our monitoring system, SIMS – assessment manager. We do this as part of our on-going monitoring and reviewing of pupil progress. This data is shared by the class teacher with SLT and team leaders through pupil progress meetings. The attainment and progress of different groups of pupils is analysed externally and internally, for example those who receive Pupil Premium funding or are SEND to ensure all groups of pupils are making the high levels of progress expected. This assessment data summary is then shared with governors every term.

If a child has barriers to their learning and progress, interventions will be put into place. Provision maps are completed at the start of every term to highlight interventions and targeted support for pupils. These interventions, which are monitored for impact regularly, are woven into our practice to ensure that pupils falling behind their peers receive targeted support in reading, writing and maths. For example, Magical Spelling may be used, which is a short daily small group intervention which is a way of using the visual strategy for learning, storing and accessing the spelling of English words, so that the correct spelling simply flows from your fingers when you are writing or typing. Pupils who achieve all the objectives are pushed and challenged further to apply their knowledge deeply in different contexts. Pupils' progress data and information are shared termly with parents through parents' evenings and our end of year report. Assessment information is always available for parents at other times in the year on request. Both assessment outcomes and pupil targets are shared with parents to enable them to support their child's learning.

We only collect data which provides information about genuine learning and progress. Therefore, we aim to collect valid and reliable data to capture authentic learning in the classroom. This data must be free from bias and regularly moderated, both internally and externally, for consistency.

| Number | Symbol - = + |
|--|--|
| <ul style="list-style-type: none"> •The number refers to the year group curriculum your child is currently accessing. •For the vast majority of children, they will be accessing the curriculum relevant to the year group they are in. •However, if your child is provided with a number different to the year group they are in, this means that to meet their individual needs, they are being taught the curriculum relevant to that particular year group. | <ul style="list-style-type: none"> •The symbols refer to your child's knowledge of the curriculum they are being taught. •As they acquire knowledge and expertise, it is envisaged that each term they move from: $- (\text{term 1}) \quad = \quad (\text{term 2}) \quad + \quad (\text{term 3})$ •By the end of the academic year, the majority of children in the year group will be a +. This means that they have met the statutory expectations relevant to their age. •If your child achieves = at the end of the academic year, they are behind age related expectations. •If your child achieves - at the end of the academic year, they are significantly behind age related expectations. |

The grid below highlights the expected progression in KS1 and KS2:

| | | | |
|--------------------|---------------|----|-----------|
| Key Stage 1 | Year 1 | 1- | Y1 Autumn |
| | | 1= | Y1 Spring |
| | | 1+ | Y1 Summer |
| | Year 2 | 2- | Y2 Autumn |
| | | 2= | Y2 Spring |
| | | 2+ | Y2 Summer |
| Key Stage 2 | Year 3 | 3- | Y3 Autumn |
| | | 3= | Y3 Spring |
| | | 3+ | Y3 Summer |
| | Year 4 | 4- | Y4 Autumn |
| | | 4= | Y4 Spring |
| | | 4+ | Y4 Summer |
| | Year 5 | 5- | Y5 Autumn |
| | | 5= | Y5 Spring |
| | | 5+ | Y5 Summer |
| | Year 6 | 6- | Y6 Autumn |
| | | 6= | Y6 Spring |
| | | 6+ | Y6 Summer |

Evidence to Demonstrate Children's Achievement

Daily

- Daily AFL across curriculum - verbal and written,
- Daily communication with colleagues focusing on teaching and learning / wellbeing,
- Daily communication with parents focusing on teaching and learning / wellbeing.

Weekly

- Learning walks by the SLT team,
- Weekly SLT meeting,
- Weekly staff meetings – all staff,
- Weekly briefing – all staff,
- Weekly assemblies promoting learning, wellbeing and all success – all staff,
- Weekly spelling tests,
- Weekly times table tests,
- Weekly Homework,
- Weekly clubs / boosting.
- Work Scrutiny

Termly

- Termly Mathematics and English assessments,
- Termly writing moderation,
- Termly objective based assessments – Reading, Writing, Mathematics, Science and Foundation Subjects
- Half-termly pupil progress meetings,
- Termly Governor updates on progress and attainment,
- Termly Parent / Carer consultations,
- Termly parent events,
- Termly IEPs,
- Termly SEN Reviews,
- Termly review of Actions Plans,
- Termly performance management cycle – all staff,
- Termly action plans by subject leaders with review of previous terms.

Annual

- Annual reports to parents
- Annual School Development Plan
- Annual subject action plans by subject leaders with review of previous years

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Marking and Feedback

Feedback and marking are an integral process of Summative and Formative assessment. As a result, systems and practices have been established and embedded across school, to ensure effective, consistent practice, differentiated according to the abilities of the children.

All staff are expected to follow the Marking and Feedback Policy.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils,
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Head Teacher and Deputy Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to,
- Monitoring standards in core and foundation subjects,
- Analysing pupil progress and attainment, including individual pupils and specific groups,
- Prioritising key actions to address underachievement,
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

11. Links with other policies

This assessment policy is linked to:

- Curriculum Policy
- Marking and Feedback Policy
- Early Years Foundation Stage Policy