



Hunnyhill Primary School

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| Date of Review | November 2020 |
| Next Review Due | November 2022 |
| Staff Responsibility | Headteacher |
| Responsibility FGB/Committee | FGB |
| Signed by Chair of Governors | <i>P Stevens</i> |

Assessment Policy

Why assess?

Children's progress is closely monitored at Hunnyhill in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We believe that effective assessment provides information to improve learning and teaching.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Assessment at Hunnyhill

Staff at Hunnyhill have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

We use Assessment for Learning strategies such as:

- Learning Walls
- Next Steps
- Learning objective and Success criteria
- Self and peer evaluation
- Discussion and observation
- Diagnostic assessments
- Feedback marking
- Data collected will be analysed by Senior Leaders at three assessment points per year and will be used to identify priorities for school improvement.

Nursery Learning Journeys

Nursery staff will informally monitor development and keep detailed records in the form of an electronic learning journal or paper records. This information is transferred to the reception team when the child starts school.

Foundation stage profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement based on information they gather from learning journals (Tapestry) and small group and individual assessments / observations. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Judgements against each curriculum area are recorded within Year R on the Sims Programme of Study. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey in Tapestry of photos and comments. Parents and carers are able to contribute to this document.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. Pupils who do not achieve the pass mark at the end of Year 1 will re-sit the test at the end of Year 2.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and assessment

We aim to provide both verbal and written feedback to children so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to respond and edit using their 'purple polishing pens' and or editing flaps. See separate Feedback Policy for more information.

Teacher assessments and learning outcomes at the end of the summer term for pupils in Years 1 to 6 are recorded on an Assessment tracker within Sims programme of study, tracking entry grids. Children are assessed against the following descriptors:

- U – Unable to assess
- E - Emerging At early stage of development (support needed)
- D – Developing - Growing ability and independence
- S - Secure Working independently
- M - Mastery exhibits skill with confidence in a range of aspects of learning.

The focus of each assessment will be curriculum led and from the Learning objectives of National Curriculum criteria.

Most assessment information will be collected through the pupils work, observations, questioning, pupil conferencing, diagnostic assessments, information in books, pupil self-assessment and low-stakes assessment activities such as end of unit assessments, class quizzes, etc.

An overall assessment judgement is given for the elements within Reading, Writing, Maths and Science using the U E D S M criteria against the year group they are working within. An overall grade is given for each subject as a whole.

Pupils who receive an overall grade of Secure or Mastered at the end of the summer term will have shown an independence of the learning objectives within that subject e.g. task based activity, focused piece of work and assessment activities. Therefore these pupils will have achieved Age Related Expectations (ARE).

Formal Assessments

Some pupils in EYFS and identified pupils across the school are assessed using the GL assessment BPVS to assess pupils receptive and non-verbal skills. Standardised scores are recorded along with age related scores. This information is used to inform assessment judgements and identification of any learning needs.

The assessments are recorded within mark sheets in Sims.

Formal assessment information will be used to inform planning and to identify children who may need extra support. Support will be in the form of targeted support which is organised by the class teacher. The teacher is responsible for recording this evidence on their planning.

Moderation

Moderation within school and across other Ofsted judged 'Good' schools will continue to quality assure judgements and ensure consistency made across the subjects and year groups.

Progress

Progress is measured from pupils starting points using EYFS, year 1 phonics, KS1 results and KS2 results.

Pupils are recorded and measured against their curriculum year. With consultation with the SENCO, SLT and parents some pupils with specific learning needs e.g. cognitive delay, may be recorded against the year group most appropriate to their learning needs.

For targeted pupils, progress will be measured in smaller steps and Personalised Learning Plans or High Impact Teaching Plans (HIT) are used to record their progress.

Formative assessments are used to support progress judgements; the school however recognises that such assessments are a 'snap shot' of that day in the pupil's life.

Parent/Carer Reporting

Parent/Carer consultations take place in the autumn, spring and summer terms for children in EYFS through to Year 6. Reports are sent home at the end of each term. We encourage children to attend the meetings. Reporting to parents/Carers provides the opportunity for communication about their child's achievements, abilities and current learning targets.

Parents of children in Y1, Y2 and Y6 will also receive results of statutory tests. An appointment to meet to discuss their child's progress can be requested by a parent/Carer at any time

Pupil Progress meetings

Pupil progress meetings for all children in Years EYFS and 6 are held formally once a term. Less formal meetings are held half termly to discuss identified pupils or groups of pupils. During these meetings teachers will discuss progress and attainment with members of the senior leadership team.

Inclusion

Hunnyhill is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We plan to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Personalised Learning plans, where appropriate, which are reviewed on an individual basis.

Governors

School governors and SLT are responsible for ensuring the assessment policy is maintained, followed and reviewed.

SLT are responsible for monitoring the effectiveness of assessment practices. SLT will report to school governors half termly.

Teachers

There is an expectation that teachers should keep themselves up to date with any government changes, recommendations and research on assessment. The school will give staff opportunities to attend training when appropriate and the expectation is that this training is then shared during dedicated time during staff meetings. Senior Leaders will attend training and conferences. They will pass on information to teachers and provide training where necessary.

Opportunities to work with other schools will be encouraged to ensure school is using 'best practice' to develop and improve on a regular basis.

School Ethos

We recognise that it is important to know how our individual pupils learn, and for pupils to understand how they learn best (metacognition). We respect professional teacher judgement and put a strong emphasis on using

what pupils demonstrate on a daily basis through recorded work and observations as a measure of their ability. Where formal assessments are used they inform teacher judgements, but are not solely used to make pupils judgements on attainment and progress.

Talking with pupils is the most powerful tool to engage with pupils and their learning. This provides an insight to previous learning, misconceptions and next steps. We aim for pupils to lead in their learning, ask questions and challenge themselves. Pupils should be secure with the school marking policy and be able to recognise what they have achieved and their next steps in their work.

Our assessment policy promotes our school values:

(Appendix a) Assessment Calendar

[illegible]