



Hadley Wood Primary School Assessment Policy

Date the policy came into effect	September 2020
Date of next policy review	September 2021
Name of person responsible for this policy	Fran Worby
Issued to	Staff, governors, parents
Date of issue	September 2020



"Assessment is the judgements teachers make about a child's attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing." OFSTED

This policy includes reference to the Teacher's Assessment Framework: TAF

In 2014 the Government made some significant changes to the process of assessment in Primary Schools. This has come about because of concerns that children were being taught a limited range of skills that would enable them to pass through the 'levels'. The Government felt that the learning was not embedded and that children could not use their skills independently or with confidence.

The current expectations describe the range of skills that a child should acquire over the academic year. There are various terms in use at present and we have chosen not to be proscriptive in this policy, as the actual term used is immaterial. In general, the terms describe the three stages of starting to demonstrate a skill, demonstrating gathering proficiency and showing complete confidence in the skill. Once the child has demonstrated that they are able to use the skill, they will have the chance to show 'mastery' i.e. the use of the skill in their independent work. This may well be in another subject, e.g. presentation and interrogation of data in science; description of a scene in history.

There are two strands of assessment at Hadley Wood School, Assessment for learning and Assessment of learning. Both forms of assessment are imperative to ensure that all of our children are achieving their potential and making consistent progress.

Assessment for learning

- is part of effective planning
- focuses on how pupils learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for peer and self-assessment
- recognises all educational achievement

Assessment of learning

- measures children's abilities against national standards
- helps us maintain a record of how each child is improving, so that we can see quickly if there are any specific areas where they need more help
- can be assessed using tests
- happens at the end of a unit of work, half term, term or year
- enables us to give a numeric score (Numeric scores enable test-takers to be compared with a large, nationally representative sample)
- is part of the statutory requirements of our school

Assessment will be used in the following ways:

- **formative** - the information gained "forms" or affects the next learning experience. The most crucial kind of assessment is 'assessment for learning' which is completed each lesson so that the work for the following day can be planned appropriately.
- **diagnostic** - finding out which attitudes, knowledge, understanding or skills are not properly learned or acquired and are therefore creating barriers to learning.

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- **evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- **summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Timetable of assessments at Hadley Wood School

Formative assessment is a continuous process at Hadley Wood School, allowing teachers to use the assessment information collected on a daily basis to plan effective lessons for their classes, to ensure that children are making effective progress and that where children need additional experiences, extra support or clarification, opportunities are provided. Summative assessment indicates a child's independent response to a topic and is also used to ascertain pupil's exam technique so that they can be suitably prepared external assessments. Assessment data - (summative data informing ongoing teacher assessment) should be prepared for pupil progress meetings which take place four times a year, so that it can be analysed to ensure that individuals and cohorts are making the progress expected according to local and national standards.

Assessment is gathered in a variety of ways:

- questioning – teachers ongoing informal assessment, happening throughout the lesson
- observations
- pupil discussion
- pupil self-assessment
- marking - marking is used to praise achievement and identify where children meet the success criteria (see Marking Policy)
- brief tests – mental maths tests etc.
- independent writing assessment
- levelling against National Curriculum year expectations
- TAF (Teacher Assessment Framework)
- cognitive ability tests (years 3 and 5)
- reference to past SAT questions
- SATs

Recording

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes. There is an assessment grid for each class where progress in reading, writing, maths, ICT and science are recorded. These are Excel grids based on the work of Michael Tidd (a Headteacher from Nottingham who was part of the Assessment change programme). The expectations for the year group and expectations working towards the TAF, are down one side of the grid, with the pupil names at the top. As the pupils demonstrate some understanding of the skill, the teacher enters a level 1. If a pupil is able to further demonstrate their understanding of the skill with minimal support, the teacher will enter a level 2. Once the teacher feels that the element is secure, they will enter a level 3. Excel will calculate each pupil's progress over that year group as a percentage of the whole.

Each checkpoint, teachers will convert the percentage shown into a checkpoint assessment level: WTS (Working Towards Standard), NYS (Not Yet Secure) EXS (Expected Standard), GDS (Greater Depth Standard).

These files are held on the MLE and are available for class teachers, teaching assistants, learning assistants, Inclusion Manager, subject leaders and SLT. Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

Check Point 1	End November
Check Point 2	Early March
Checkpoint 3	End June

Once data has been gathered at each checkpoint, the Headteacher and Inclusion Manager will meet with each class teacher for a Pupil Progress meeting. Check point 1 is a 'baseline' for everyone in the school where any interventions and additional support will be discussed. Checkpoint 2 is collected before reports are to be submitted, to enable staff to have final data for the reports. A final summary of end of year expectations is shared with parents after the final checkpoint.

Expected Progress and Mastery

The '3 point' system totals to 100%. Once a child has scored 100% they will be considered to have achieved the level expected for that year. After this time they will be expected to demonstrate 'mastery in greater depth' in their skills. Even if they begin to demonstrate further skills, they will not be graded in the following year's grades until they are in that year group. Throughout the year, all children will be given opportunities to show their 'mastery' of an idea or skill. This is when they are able to explain or justify their ideas and apply them to new areas of their learning. To show mastery in greater depth, for example, rather than just using adjectives in their writing, they can say *why* they chose the specific adjective and what effect they were hoping to have on the reader.

Reporting to Parents

Parents have 2 termly opportunities to discuss their child's progress with their class teacher. In the spring term they will receive a written report detailing their child's achievements and progress. They will also be given a national and class average, (as requested by the Parent Forum). Parents may make an appointment to discuss this if they wish. The written reports also include targets for maths and English for the remainder of the academic year. Written targets are also shared with parents in the autumn and spring terms. Parents are encouraged to approach staff at any time with concerns or queries about their child's progress and achievements. **Enquiries to the Inclusion Manager, Headteacher or Governors will be referred back to the class teacher in the first instance.**

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see the Marking Policy.

Target Setting

Targets are set for individual pupils across the school as part of the Pupil Conferencing cycle (see Marking Policy). These are set weekly for English and maths, but may also relate to other areas, such as behaviour, attitude and independence.

Wherever possible, children should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets. Targets can be individual or group targets in order to meet the children's needs.

SEN

The class teacher and Inclusion Manager, in liaison with parents and pupils, should discuss targets for SEN pupils. These may be written on their individual PEP (Personal Education Plan).

The Assessment Coordinator and Inclusion Manager and any other adult who has been working specifically with that child should analyse the progress made by SEN pupils. Pupil tracking and progress against individual targets will be part of the Pupil Progress meeting. The Inclusion Manager will have half termly meetings with each TA/LSA to assess whether inclusion work is being effective and whether further inclusion work/a different programme/training for adults/outside professionals are necessary.

Assessment of Foundation Subjects

There will be three levels of expectation for achievement in the foundation subjects. Children take control of their own learning and develop a love of learning through the use of a 'Big Question' approach. This is a carefully selected question which drives the topic and encourage deeper and broader thinking. Class teachers ensure that the question offers a high threshold question to challenge thinking and develop curiosity. Teachers will introduce these at the start of each topic, ensuring that over the year the class cover all of the expectations for that year. At the end of the each topic children revisit the 'Big Question'. Time is given for pupils to showcase their understanding of the topic. This highlights that children know more and can do more as a result of their learning. Staff assess pupil response to the 'Big Question' using DEV (Developing) EXS (Expected), EXC (Exceeding) criteria. This is feedback to subject leaders to support their understanding of how well pupils are achieving in their subject area.

Roles and Responsibilities

Assessment Co-ordinator (currently FW)

- Update the policy in the light of DCSF advice and requirements
- Be the contact person for the LA regarding assessment arrangements, timetable for SATs etc.
- Lead the development of assessment policy
- Organise staff INSET ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement plan
- Liaise with subject coordinators and class teachers
- Set challenging whole school targets

Subject Co-ordinators

- Lead whole staff moderation meetings in their subjects
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the LA
- Analyse KS1 and KS2 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Make formal, **moderated** assessments at each checkpoint
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y2 and Y6, administer SATs
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress

Senior Management Team /Phase Leaders

- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate analysis of data
- Carry out regular Progress Meetings with each class teacher

Inclusion Manager

- Co-ordinates the identification and assessment of children with SEN
- Monitors effectiveness of interventions
- Supports class teachers with provision of resources
- Leads interventions where professional teaching skills are necessary
- Liaises with LA and stays up to date with available intervention schemes
- Manages FSM children whose emotional state is putting their learning at risk

Moderation of policy

The Headteacher is responsible for monitoring the implementation of this policy. Time is allocated for this vital task. The SLT, wider SMT and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy. They will also arrange opportunities for cross school and inter school moderation together with other schools, and for the end of Key Stage classes, with the Local Authority or external moderators.

Staff training

There is no longer any training provided by the LA in order to keep up to date on current practice, legislation and guidance in terms of assessment, so this will be done by discussions with other schools. Other staff attend training and moderation meetings where it is useful (E.g. Foundation Stage Moderation and end of key stage training). There is regular INSET planned in the staff meetings and INSET days including sharing good practice and opportunities to moderate work. Other staff, including admin and Teaching Assistants, receive training as needed on areas such as data management and marking.

Appendix

1. Assessment Cycle (see table)

This policy will be altered throughout the year as the assessment process embeds and we receive more input.