HAWKESBURY CE VC PRIMARY SCHOOL

ASSESSMENT POLICY

Rationale

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Purposes

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards in learning and achievement
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Hawkesbury CE VC Primary School we will:
- evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process, mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning.
- Keep assessment information in a number of locations, see Appendix A.
- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school
- Use Assessment for learning strategies such as:
  - working walls
  - targets
  - success criteria
  - self and peer evaluation
  - discussion and talk
  - conditions for learning – display

Guidelines (see Appendix B – assessment over-view)

1. Formative assessment should be used as a diagnostic tool.
2. Assessment should be based on what a child says and does as well as on what they record.
3. Children should be encouraged to assess their own performance whenever appropriate.
4. Current practice of summative assessment is:-
   EYFS: Baseline, Autumn, midterm and in June against EYFS Profile criteria to confirm a good level of development.
   YEARS 1 – 6: Using South Gloucestershire Assessment Model, children are assessed for Reading, Writing and Maths 3 times per year against Key Performance Indicators on Age-Related Expectations grids. Rising Stars assessments are used to inform judgements, as well as moderation.
   SATs take place in the summer term for Year 2 and Year 6 children as they come to the end of a Key Stage.
   PHONICS SCREENING takes place in the summer term in Year 1. Unsuccessful children will revisit the test in Year 2.
   MATHS TARGETS are reviewed regularly through short tests.
   Termly SPELLINGS work involves a baseline test as well as a follow up test in order to monitor progress.
   Some INTERVENTIONS involve summative assessment in order to monitor progress.
5. Statutory assessments should be reported to the Head Teacher who will maintain a central register.
6. Teachers should use SIMs to record teacher assessment for reading, writing and numeracy 3 times a year as agreed
7. A level should be reported for all children in Religious Education in years 2 and 6.

KEY PRINCIPLES UNDERPINNING ASSESSMENT

These principles underpin our school's Assessment Policy. This describes how we will assess all children throughout their school career; provides clear evidence of children's learning; provides accurate information on children's progress and determines whether our assessment system is fit for purpose. We believe that:
1. Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning and the opportunity for pupils to demonstrate and review their progress.
2. Assessment is fair; inclusive of all abilities, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest and the outcomes are used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious; it places achievement in context against nationally standardised criteria and expected standards; it embodies, through objective criteria, a pathway for the progress and development of every child and it sets high expectations for learners.
5. Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent; judgements are formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for; pupils in developing their learning; parents in supporting children with their learning; teachers in planning teaching and learning; school leaders and governors in planning and allocating resources; and to school leaders and third parties for managing teacher performance and accountability.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Conclusion

Assessments should be useful and show empathy for the learner.

This Policy should be read in conjunction with the policies for marking and equal opportunities.

Agreed at the Standards, Teaching & Learning meeting on 1st December 2016, agenda item 6

Signed: …………………………………   Chair of Standards, Teaching & Learning Committee

Review Date: October 2017

Equalities Impact Assessment: Completed $\boxed{\text{x}}$

RECORD KEEPING

TITLE	CONTENTS	KEPT IN
Pupils Individual Folder	Reports, data collection information	Filing cabinet in office.
Individual SEN information	Statements, TPP, Educational Psychologists reports etc	Locked cupboard in staffroom
SIMS	Assessment, behaviour etc stored here	Computers – password protected
Teacher's assessment folders	South Glos Assessments, Interim Assessments	Each teacher's classroom
Mark Books	results of Spelling, mental maths, timetable tests, Star of the Week and reason why.	Each teacher's classroom

Hawkesbury CE VC Primary School

Assessment over-view

Foundation Stage

Subject	Type of assessment	When	By whom	Purpose
Profile	•Paper Learning diaries and online Tapestry – observations, photographs, work samples, WOW vouchers, parents / child comments.	On-going	Teachers, TA's , parental input and feedback	To inform daily planning and record children's progress towards profile statements
EYFS age bands and analysis	•Summative assessment of profile data •Tapestry assessment	4 times a year – on-entry, Autumn, February, June.	Foundation stage teachers / head	Informs medium term planning for individual children an groups of children
Retrospective planning	Record of children's interests and choices during daily learning activity.	On-going	Teachers, TA's , parental input	Inform future daily and weekly planning to take into account the needs of the children.

KS1

Subject	Type of assessment	When	By whom	Purpose
Literacy	•*Learning ladders*. Children, with teacher, create their own to use for self-assessment and teacher assessment used in these against success criteria on ladder and used to inform next steps and target setting.	End of most units of work	Teachers, pupils	Used to inform next steps and target setting.
Literacy	•*Spelling assessments* – linked to phonics plus key words	Weekly	Teachers, TA's	To assess progress in spelling
Literacy	•*SATs*	End of Y2	Teachers	To give level of attainment

Literacy	•ARE reading grids	On-going	Teachers	To inform progress in reading and inform next steps for individuals and groups in guided reading sessions. Show progress in attainment – entered on SIMS, 3 times a year.
Literacy	•ARE grids for writing	On-going	Teachers	To inform progress in writing and inform next steps for individuals and groups in writing. Used for target setting, Show progress in attainment – entered on SIMS, 3 times a year
Literacy	•Y1 (age 6) phonics and reading test	Summer term in Y1	Teachers	Enables teachers to assess phonic ability at decoding and blending
Numeracy	•*Self-assessments* used at the end of a piece of work against learning objectives – in each even term	End of each block	Teachers / pupils	To inform progress and next steps for medium term planning
Numeracy	•*Mental maths tests (Hawkesbury Monopoly)* – differentiated	Weekly	Teachers	Track progress against mental maths objectives and improve mental dexterity.
Numeracy	•*SATs*	End of Y2	Teachers	To give level of attainment for Y2
Science	•Interim Framework science	End of Year 2	Teachers	Track progress against science skills

KS2

Subject	Type of assessment	When	By whom	Purpose
Literacy	•*Learning ladders*. Children, with teacher, create their own to use for self-assessment and teacher assessment used in these against success criteria on ladder and used	End of most units of work	Teachers, pupils	Used to inform next steps and target setting. Levels reported 3 times a year on SIMs

	to inform next steps and target setting.			
Literacy	•Spelling assessments –Linked to National Curriculum expectations for Y3/4 and Y5/6	Baseline test at the start of each term. End of term test to monitor progress.	Teachers, TA's	To assess progress in spelling
Literacy	•SATs (Y6). ARE moderation (Y3-6)	SATs: Annually – summer term ARE moderation at end of T2, T4 and during T5/6.	Teachers	To give level of attainment – entered on SIMs
Literacy	Reading journals	On-going	Teachers	To assess skills in reading
Numeracy	•ARE grids numeracy	3 times a year	Teachers	To show progress across a term against learning objectives and to show progress in attainment in levels – entered on SIMS 3 times a year.
Numeracy	•Self-assessment	End of each block	Teachers / pupils	To inform progress and next steps for medium term planning
Numeracy	•Mental maths tests (Hawkesbury Monopoly) – differentiated	Weekly	Teachers	Track progress against mental maths objectives and improve mental dexterity.
Numeracy	•SATs / and other numeracy tests	SATs (T5 in Y6) Other tests: Rising Stars tests to be used termly to monitor progress.	Teachers	To give level of attainment – entered on SIMs
Science	•Interim Framework	End of Y6.	Teachers	To give level of attainment for Y6 - reported