Assessment Policy

Hallbrook Primary School

Contents:

Statement of intent

1. Underpinning Principles for assessment
2. Our philosophy of assessment
3. Our method of assessment
4. Our assessment system
5. Our approach to different forms of assessment
6. Our use of assessment
7. Roles and Responsibilities

Appendix 1 - School Assessment Schedule

Statement of intent

At Hallbrook Primary School, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
    - Specific
    - Measurable
    - Achievable
    - Realistic/relevant
    - Time bound
- Acknowledging achievement.
- Working with other agencies as needed.

Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

Rationale

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Schemes of assessment also inform whole school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the special educational needs and disabilities (SEND) Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report[1] and DfE guidance on assessment and accountability reforms for primary schools.[2]

Signed by:

R Hartley	Headteacher	Date:	June 2018
S. Lamprell	Chair of Governors	Date:	June 2018

[1] DfE and Standards and Testing Agency (2015) 'Commission on Assessment Without Levels: Final Report'
[2] DfE (2014) 'Reforming assessment and accountability for primary schools'

This document has been formulated by representatives of primary schools working within the Thomas Estley Learning Alliance (TELA), a National teaching School. As part of this collaborative work, Hallbrook Primary School has adopted the following NAHT principles for assessment.

Underpinning Principles for assessment

1. Assessment is at the heart of teaching and learning.
   a. Assessment provides evidence to guide teaching and learning.
   b. Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair.
   a. Assessment is inclusive of all abilities.
   b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.
   a. Assessment outcomes are used in ways that minimise undesirable effects.
   b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
   c. Assessment judgements are moderated by experiences professionals to ensure their accuracy.

4. Assessment is ambitious.
   a. Assessment places achievement in context against nationally standardised criteria and expected standards.
   b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
   c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.
   a. The purpose of any assessment process should be clearly stated.
   b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
   c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
   d. Assessment 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.
   a. Judgements are formed according to common principles.
   b. The results are readily understandable by third parties.
   c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
   a. pupils in developing their learning;
   b. parents in supporting children with their learning;

c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
d. school leaders and governors in planning and allocating resources; and
e. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

(Report of the NAHT Commission on Assessment February 2014)

Our philosophy of assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment, currently the Head Teacher.

Our method of assessment

- Our assessment system has been developed carefully to meet DfE guidance and our philosophy of assessment.
- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our locally agreed system of assessment.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in the collaborative learning alliance (TELA) to make sure our assessments are fair, reliable and valid.

Our assessment system

Working collaboratively with local schools and the Teaching Alliance (TELA), Target Tracker assessment education software has been adopted as our primary tool to support entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stages 1 and 2. Target Tracker has been developed to ensure data from school to pupil level is presented and recorded with clarity and consistency.

- Tracking attainment with statements
  The National Curriculum (2014) sets out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each phase

this content should be covered. The programme of study expected end of year outcomes have been adapted in Target Tracker to help support practitioners in making judgements over each academic year. These formative statements may be shared with pupils to help define and guide next steps in learning.

- Tracking attainment and progress
  To track pupil attainment we use a system which communicates progression and attainment in a simple format. This follows on from the assessment system we currently use in the Early Years Foundation Stage, where pupils are assessed within age range bands with the expectation that the majority of children will have achieved the Early Learning Goals by the end of their time in the Early Years Foundation Stage.

- The terminology that we use to describe the attainment of pupils is consistent and clear across the school and teaching alliance (TELA) and is based on the standards:

  - **PYG** Pre-Year Group (working significantly below age related expectation);
  - **WTS** Working towards the expected standard (working below age related expectation);
  - **EXS** Working at the expected standard (working within age related expectation);
  - **GDS** Working at greater depth within the expected standard (working above age related expectation).

- At periodic intervals, teachers make a teacher assessment judgement based on a broad range of evidence, which will come from day-to-day work in the classroom. For English writing, this will include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement.

- Pupils who are working above Age Related Expectation allows the school to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. This allows children to demonstrate their mastery of a particular skill at a deep and thorough level.

Setting Targets for Progress

The DfE refer to "sufficient progress" as a way to represent progress over the key stage or Primary phase:

Phase End	Low Prior Attainment Band	Middle Prior Attainment Band	High Prior Attainment Band
Reception	Emerging	Expected	Exceeding
Key Stage 1	PYG / WTS	EXS	GDS
Key Stage 2	PYG / WTS	EXS	GDS

Pupils who are identified as not being on track to make sufficient progress will be given an Individual Recovery Plan (IRP) which will identify specific areas of underachievement and what interventions are planned to accelerate progress.

Assessment of pupils with SEND

For pupils with Special Educational Needs and/or Disabilities (SEND) who are working significantly below age related expectation, it may be more appropriate to use a 'Small Step Tracking System' to closely monitor the daily progress of our pupils with SEND, to evidence progress and to plan next steps.

Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure standards are consistent and outcomes are reliable.

The school ensures that teacher assessments are moderated internally and with other schools. This allows quality assurance of teachers' judgements and provides a valuable opportunity for professional development.

Every year, 25% of schools are also subject to statutory external moderation by the Local Authority of a sample of their outcomes in English writing. This validates judgements to ensure that they are consistent with national standards. It is a collaborative process between schools and Local Authority moderators.

Our Approach to different forms of assessment

1. **Day to day in school formative assessment**

   Formative assessment takes place during learning and:

   - assesses knowledge, skills and understanding
   - identifies children's strengths
   - highlights gaps in learning
   - tackles children's misconceptions
   - identifies the next steps in learning
   - diagnoses need for support or intervention
   - informs teacher planning and reporting.

   Types of formative assessment include:

   - rich question and answer sessions during lessons
   - marking of pupils' work
   - observational assessment
   - regular short re-cap quizzes
   - scanning work, from across the curriculum, for pupil attainment and development
   - adult and peer feedback, response partners
   - child self-assessment, reflection on learning.

2. **In school summative assessment**

   In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried at end of a topic, term or year and provide ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

As national curriculum levels have been phased out, our approach is to map children's progress against age-related expectations.

3. Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Year 1 phonics screening test
- Teacher assessment frameworks at the end of Key Stage 1/2
- end of KS1 SATs in English and maths (end of Year 2)
- end of KS2 SATs in English and maths (end of Year 6)
- biennial end of KS2 Science Sampling (schools/pupils randomly selected by STA)

Our use of assessment

- Teachers are kept up to date with developments in assessment practice through the TELA Assessment Network and school staff meetings. Professional development opportunities are provided and accessed as necessary.
- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils. Parents and pupils receive information on what has been achieved and guidance on what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Arrangements for the Governance, management and evaluation of assessment

The Assessment Leader is responsible for ensuring that this policy is maintained and followed. In this school, the Assessment Leader is the Head Teacher.

Monitoring of the effectiveness of assessment practices will be carried out by senior leaders and will include for example, pupil performance meetings, data analysis, tracking data and work scrutiny.

Regular moderation will be undertaken both within individual schools and collaboratively, to ensure consistency and accuracy of assessment judgements.

Roles and Responsibilities

Governors and/or Trustees

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

This policy will be reviewed annually in line with the school's policy review cycle.

ASSESSMENTS TASKS TO COMPLETE: 2018-19		
Autumn Term 1	<u>On Entry</u> • EYFS Baseline Assessments • HeadStart G&P Baseline Assessment (Optional Test 1) • Year group spellings for school/home • PenPals Handwriting Baseline • Book Band Tracker on entry • Baseline Writing Assessment (portfolio) • Target Setting Meetings • Identify & write IRPs • Write SEND Outcomes Forms • Update SEND Pupil Intervention Tracker <u>Autumn Term 1</u> • Update Spelling and Phonics Trackers • Update Phonics Groups • Update Book Band Trackers • Writing Assessment (portfolio) • Report to Curriculum, Performance & Standards Committee	• EYFS Leader • Teachers • Teachers • Teachers • Teachers • Teachers • HT / Phase Leaders • Teachers • Teachers / SENDCo • Teachers / SENDCo • Teachers • KS1 Leader / Teachers • Teachers • Teachers • HT
Autumn Term 2 **Assessment Week: <u>w/b 26.11.18</u>**	• HeadStart Reading Assessment (Test A) • HeadStart G&P Assessment (Autumn) • White Rose Maths Assessments (Autumn)* • Fill in Pupil Trackers on server for the above • Complete Gap Analysis for all HeadStart tests using materials for each subject on server and plan next steps from this information • Update Spelling and Phonics Trackers • Update Phonics Groups • Update Book Band Trackers • Yr 1+2 Mock Phonics Screening Check 1 • **Deadline: Update Target Tracker steps in all subjects by 9am, 10.12.18** • Writing Assessment (portfolio) • TELA Writing Moderation • Review and Update IRPs • Update SEND Outcomes Forms • Pupil Progress Meetings • Report to Curriculum, Performance & Standards Committee • Report to Full Governing Board / Trustees	• Teachers • Teachers • Teachers • Teachers • Teachers • KS1 Leader / Y1 Teachers • Teachers • Teachers / KS1 Leader • Teachers • Teachers • Teachers • Teachers • Teachers • Teachers / SENDCo • HT / Phase Leaders • HT • HT / Phase Leaders

* Important Note: White Rose Maths Assessments must only be completed once all of the autumn term units have been taught.

ASSESSMENTS TASKS TO COMPLETE: 2018-19		
Spring Term 1	• Year 6 Mock SATs • HeadStart G&P Assessment (Optional Test 2 - discretionary) • Update Spelling and Phonics Trackers • Update Phonics Groups • Update Book Band Trackers • Writing Assessment (portfolio) • Yr1+2 Mock Phonics Screening Check 2 • Report to Full Governing Board / Trustees	• Y6 Teacher • Teachers • Teachers • KS1 Leader / Y1 Teachers • Teachers • Teachers • Teachers / KS1 Leader • HT
Spring Term 2 **Assessment Week: w/b 18.03.19**	• HeadStart Reading Assessment (Test B) • HeadStart G&P Assessment (Spring) • White Rose Maths Assessments (Spring)* • Fill in Pupil Trackers on server for the above • Complete Gap Analysis for all HeadStart tests using materials for each subject on server and plan next steps from this information • Update Spelling and Phonics trackers • Update Phonics Groups • Update Book Band Trackers • Yr 1+2 Mock Phonics Screening Check 3 • **Deadline: Update Target Tracker steps in all subjects by 9am, 01.04.19** • Writing Assessment (portfolio) • TELA Maths Moderation • Review and update IRPs • Update SEND Outcomes Forms • Pupil Progress Meetings • Report to Curriculum, Performance & Standards Governors • Report to Full Governing Board / Trustees	• Teachers • Teachers • Teachers • Teachers • Teachers • Teachers • KS1 Leader / Y1 Teacher • Teachers • Teachers / KS1 Leader • Teachers • Teachers • Teachers • Teachers • Teachers / SENDCo • HT/ Phase Leaders • HT • HT / Phase Leaders

* Important Note: White Rose Maths Assessments must only be completed once all of the spring term units have been taught.

ASSESSMENTS TASKS TO COMPLETE: 2018-19		
Summer Term 1	• HeadStart G&P Assessment (Optional Test 3 - discretionary) • Update Spelling and Phonics trackers • Update Phonics Groups • Update Book Band Trackers • Writing Assessment (portfolio) • Yr1+2 Mock Phonics Screening Test version 2018	• Teachers • Teachers • KS1 Leader / Teachers • Teachers • Teachers • Teachers / KS1 Leader
Summer Term 2 **During May:** **KS1 SATs** **KS2 SATs** **Y4 Times Tables Test** **(optional in 2019 only)** **During June:** **Y1 Phonics Check** **Assessment Week: w/b 10.06.19**	• HeadStart Reading Assessment (Test C) • HeadStart G&P Assessment (Summer) • White Rose Maths Assessments (Summer)* • Fill in Pupil Trackers on server for the above • Complete Gap Analysis for all HeadStart tests using materials for each subject on server and plan next steps from this information • Update Spelling and Phonics Trackers • Update Phonics Groups • Update Book Band Trackers • **Deadline: Update Target Tracker steps in all subjects by 9am, 24.06.19** • **Deadline: End of Year Reports by 9am, 24.06.19** • Writing Assessment (portfolio) • Single Word Spelling Test • Update IRPs • Update SEND Outcomes Forms • Pupil Progress Meetings • Report to Curriculum, Performance & Standards Committee • Report to Full Governing Board / Trustees	• Teachers • Teachers • Teachers • Teachers • Teachers • Teachers • KS1 Leader / Y1 Teacher • Teachers • Teachers • Teachers • Teachers • Teachers • Teachers • Teachers • Teachers / SENDCo • HT / Phase Leaders • HT • HT / Phase Leaders

* Important Note: White Rose Maths Assessments must only be completed once all of the summer term units have been taught.