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Hallbrook Primary School

Assessment Policy

Approved/reviewed by	
Hallbrook Local Governing Committee 19 November 2024 v1	
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This policy is reviewed 3-yearly to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	October 2024	Headteacher (TB)	New Policy

1. Aims

At Hallbrook Primary School we have created a broad, balanced, rich and vibrant curriculum, to excite and motivate our pupils, enabling them to develop confidence in themselves as independent, enthusiastic life-long learners.

We aim to provide opportunities that will enable all of our pupils to become successful learners who enjoy learning, make rapid progress and to achieve highly. We encourage our pupils to be creative and imaginative and develop a love of learning.

We believe the key purpose of assessment is to enable all pupils to make better progress. Continual monitoring of each pupil's progress gives a clear picture of what each is achieving and what their next steps in learning should be.

It is important that each member of staff knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what pupils have learnt and this informs future planning. The outcomes of our assessments will help pupils become involved in raising their own expectations and to achieve highly.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable individual pupils to make greater progress in their learning;
- be underpinned by confidence that every pupil can improve their knowledge understanding and skills in the subject;
- Involve both teacher and pupils reviewing and reflecting upon the different assessment information;
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- Include reliable judgements about how pupils are performing in their subjects, related, where appropriate, to national standards;
- Enable teachers to plan more effectively so that the needs of different groups of pupils are met;
- Provide us with information to evaluate our work, and set appropriate subject targets at whole-school, class and individual pupil levels;
- Enable parents to be involved in their child's progress through, for example, parent's consultations, assessment outcomes, sharing 'individual support plans' and end of year written reports.

2. The Principles of Assessment

The principles that underpin assessment at Hallbrook Primary School are:

2.1 Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide further teaching and learning;
- Assessment provides the opportunity for pupils to demonstrate and review their progress and for the pupils to understand what they need to do to improve;
- Assessment is fair and is inclusive of all abilities.

2.2 Assessment is honest for all pupils.

- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning;
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

2.3 Assessment targets are challenging for each pupil.

- Assessment places achievement in context against nationally standardised criteria and expected standards in subjects;
- Assessment embodies, through objective criteria, a pathway of progress and development for every child;
- Assessment objectives set high expectations for learners.

2.4 Assessment is appropriate for all pupils.

- The purpose of any assessment process should be clearly stated;
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information);
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement;
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

2.5 Assessment is consistent for all pupils.

- Judgements are formed according to common principles and the demands in each subject;
- A school's results are capable of comparison with other schools, both locally and nationally.

2.6 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.

3. The purposes of assessment

There are three broad overarching forms of assessment, each with its own purposes:

3.1 Day-to-day in-school formative assessment:

- Question and answer during class;
- Marking of pupils' work;
- Observational assessment;
- Monitoring work for pupil's achievement, attainment and personal development.

3.2 In-school summative assessment:

- End of term tests;
- Weekly and termly spelling tests;
- Short end of topic or unit tests;
- Reviews for pupils with Special Educational Needs and Disabilities, disadvantaged pupils and the most able.

3.3 Nationally standardised summative assessment:

- National assessment at the end of EYFS
- National assessment in year one phonics screening
- National Curriculum tests at the end of Key Stage 2;
- National Curriculum teacher assessments at the end of Key Stage 2;
- National Curriculum Multiplication Tables Check in Year 4.

3.4 The primary purposes of day-to-day in-school formative assessment

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against essential objectives, lesson foci and wider outcomes and to identify where they need to improve in each subject.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their child's strengths and weaknesses lie in the subject and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers in the different subjects to identify when pupils are struggling, when they have consolidated learning and when

they are ready to progress. Through these assessments in this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every pupil will be appropriately supported to make rapid progress and meet the high expectations set.

3.5 The primary purposes of in-school summative assessment

For pupils:

In-school summative assessment provides pupils with information about how well they are acquiring knowledge, understanding and skills in the different subjects. It should be used to provide feedback on how they can continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period of time, often a term, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning to ensure that the needs of all groups of pupils are met within the subject.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment across all subjects.

3.6 The primary purposes of nationally standardised summative assessment

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to all other pupils nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to other schools nationally.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness, as well as understanding how different groups of pupils are performing compared to their peers nationally.

4. Approaches to Assessment at Hallbrook Primary School

All teachers check pupils' understanding in lessons on a regular basis, assess the children on a daily basis to ascertain pupils' understanding and identify where there are any gaps. This helps to inform the teacher of what to focus on in future lessons and enables the teacher to consider how his or her teaching approach can be adapted for the next stage in each pupil's learning. It helps the teacher to monitor progress and provide motivation for the pupils. We believe that all staff should have realistically high expectations of all pupils based on a thorough understanding of their prior attainment.

Entry assessment information is received from the previous year group or setting for all pupils to allow pupils' progress to be measured across the school. Additional summative assessments are used to track the pupils' progress at key points across the year and allows teachers to measure the pupils' achievement against the National Curriculum expectations. Pupils will be statutorily assessed at the end of Key Stage Two (Year 6), which provides a summative end of Key Stage attainment result and allows the school's performance to be measured against other schools nationally.

5. Knowledge, understanding and skills in relation to the end of Key Stage expectations are developed by:

- Tracking progress from entry data and in certain year groups the school's baseline assessments;
- Using end of year/ term assessments as a measure to track progress and attainment of pupils towards the end of Key Stage expectations;
- Using the learning objectives as a method of tracking progress within and across subjects;
- Planning work for children who are falling behind or with special educational needs, giving due regard to information and targets contained in their previous Individual Support Plan and provision maps;
- Setting targets for all groups of pupils (including SEND, disadvantaged and the most able) in each academic year based on their success and what they need to improve.

Hallbrook Primary School is an inclusive school and works hard to meet the needs of all 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 special educational needs and disabilities. The school aims 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, SLT, parents and external agencies (where appropriate) to plan tailored support.

Formative assessment is at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. Modifications will be made by teachers to ensure questioning, talk and marking and feedback are all suitable for children, depending on their specific needs.

Assessment spreadsheets are used for data tracking and its subsequent analysis provides teachers, senior leadership team (SLT), governors and external stakeholders with critical insights into progress of key groups/ individuals and effectiveness of teaching and learning strategies.

Using this information, targets are set for children at the end of each academic year for the following year. These will be based upon conversations with current and future teachers and an analysis of all the information regarding the child – progress, specific learning needs, home life etc. This will be used to inform aspirational, ambitious but realistic targets. None of this will be used as an excuse for lack of progress; it will instead inform thinking as to how to overcome identified barriers to learning.

6. Assessment before/after lessons

- Teachers mark work from previous lessons. Marking maximises what will impact on the progress of individuals: specific next steps or close the gaps. Marking ensures learning is built upon as appropriate to allow all pupils to make progress.
- Teachers reflect on previous lessons taught. They consider whether the pitch of the lesson was appropriate. They identify pupils who struggled and consider reasons why. They adapt and scaffold the learning to support and challenge the pupils who then develop the knowledge, understanding and skills much more rapidly.
- Teachers use the information gained to adapt planning as appropriate for groups, individual pupils or the whole class.

7. Assessment opportunities during lessons

- The use of stimulating, well timed questions and answer sessions to fully explore pupil's understanding. The teachers will use the information they get from pupils' responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group pupils if some need extra support. The teachers' excellent subject knowledge is used in the questioning and in the feedback to deepen the knowledge, understanding and skills in the subject.

- The provision of immediate and effective feedback. Teachers do not simply reward ‘getting it right’: they provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. Teachers reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort.
- The active involvement of pupils in their own learning. The children participate in learning conversations, which gives them opportunities to formulate answers and share strategies/ ideas with partners. The teachers listen to these conversations as they can provide invaluable insights into pupil’s (mis)understanding by providing support in enhancing their metacognition skills. They continue these conversations throughout the lesson – regular dialogue with pupils will further inform the teacher’s understanding of where the pupils are and where they need to go next, allowing them to move the learning on at a suitable pace.
- The need for pupils to be able to assess themselves and understand how to improve. Peer and self-assessment are modelled and scaffolded as appropriate to allow all pupils to reflect meaningfully on their learning, empowering each pupil to realise their own learning needs and to have control over future targets. There are many strategies that teachers will employ to inform understanding of where children are and what their next steps should be.
- A recognition of the profound influence assessment has on the motivation and self-esteem of pupils. The use of quality marking and feedback provides immediate information for teachers and immediate feedback for pupils to correct misconceptions or to move learners on. Pupils are given opportunities to respond to marking during lessons or at another point shortly after. Target setting ensures pupil motivation and involvement in their own progress and raises achievement and self-esteem.

8. Termly Assessment

- Termly progress tests (NTS assessments or SATs) in Mathematics, Reading and, in older year groups, Spelling, Grammar and Punctuation are carried out and analysed to identify strengths and areas for further development and track progress towards meeting end of year expectations.
- Children are baselined in phonics at the beginning of year 1 and then tracked half termly throughout the year to identify gaps in knowledge.
- Across EYFS, children are regularly assessed using development matters and Early Learning Goals. Their progress is submitted to SLT termly.
- Teachers update assessment spreadsheets with any assessment information from the assessments.
- Teachers use gap analysis on the outcomes of the assessments to inform planning of next steps for class/ groups/individuals.
- Teachers will make a summative assessment judgement in all core subjects (Reading, writing, Grammar, Punctuation, Vocabulary and Spelling and Maths) at the end of each term.

- Teachers take part in moderation sessions. This ensures judgements are accurate and consistent across year groups and the whole school and there is a common understanding of the expectations in each subject and year group.
- The Senior Leadership Team examine planning, records, assessment data and carry out work scrutiny to ensure high quality outcomes and consistency of approach and a common understanding of the expectations for each subject and year group.
- Pupil Progress Meetings are held termly to discuss current outcomes, progress towards targets, what is working, and where changes need to be made to ensure gaps are closed, with a focus on the vulnerable groups. The outcomes of these meetings are evaluated within the SLT and current intervention and provision is reviewed and next steps are decided.

9. Reporting to Parents

A range of strategies keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work. Each term, parents are offered the opportunity to meet their child's teacher.

At the first meeting of the school year, targets are reviewed that have been identified for their child. At the second meeting of the year, their child's progress, as measured against the targets, is evaluated. Targets are predicted for the end of the year and end of key stage.

At the end of the summer term, all parents receive a written report of their child's progress and achievements during the year plus identified target areas for the next school year. Parental feedback is sought. A pupil's performance will be reported to parents using the language of "working towards the expected standard" (for the child's year group) "working at the expected standard" or "working at greater depth within the expected standard". This is consistent with language used in the DfE Assessment Framework 2017–18. Parents are invited to arrange an appointment with their child's class teacher if they feel that the written report does not give them sufficient information.

10. Links to other policies

- **Teaching & Learning Policy:** Provides feedback for teaching strategies and curriculum adjustments.
- **SMSC Policy:** Includes assessment of students' spiritual, moral, social, and cultural development.
- **Equality Statement:** Ensures assessment methods are fair and accessible to all students.