



South Hiendley Primary School

Assessment Policy

Subject Leader: A Frith
Date: September 2019
Review Date: September 2020

A Policy for Assessment, Recording, Tracking and Reporting

Date	Review Date	Leader
September 2019	September 2020	Ange Frith

Introduction

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils. This policy has been revised and updated in light of the 2014 National Curriculum and the implementation of Assessing without Levels. This policy formalises the approach to Assessing without Levels which has been implemented throughout our school from September 2015.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in South Hiendley Primary School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Staff Responsibility

The staff at South Hiendley Primary School believe that rigorous and accurate assessment of all pupils' progress, attainment and achievement is central to effective teaching and learning. All members of staff are involved with and responsible for the implementation of effective assessment procedures. The school's Assessment Leader is Miss A Frith and all staff are accountable to the Interim Head of School, Mrs M Reed.

The Principles of Assessment at South Primary School

The staff at South Hiendley Primary School believe in the following fundamental principles of assessment.

- Assessment should focus on an individual's progress and development.
- Assessment should be expressed in positive terms, record success but also result in the identification of clear next steps of learning for all children.
- Assessment should be appropriate to the individual.
- Assessment is of the most value when it is 'formative'. It should be done with pupils, not to them.

- Assessment is an integral part of the school curriculum. It should evolve from the curriculum and not dictate it.
- Assessment should be accurate and supported by clear evidence.
- Assessment should enable parents to be involved in their child's progress.

The Aims of Assessment at South Hiendley Primary School

- To celebrate achievement.
- To evaluate the effectiveness of our school curriculum and help improve standards.
- To encourage pupils and teachers to discuss strengths and development areas and set appropriate learning objectives for further progress.
- To focus learning and inform planning at all levels.
- To ensure clear criteria is used when evaluating pupils' work in order to promote consistency across curriculum areas and year groups throughout school.
- To inform pupils, parents, teachers, governors, LA and other agencies about an individual's achievement and progress during their time at South Hiendley Primary School.
- To implement and analyse the statutory end of Key Stage, optional tasks and tests and Foundation Stage Profile.

Roles & Responsibilities

Teachers and Teaching Assistants (under the direction of teachers) are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning and progress. The outcomes of summative assessments are reported to the Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Assessment Leader is responsible for ensuring that:

- All staff are familiar with current Assessment policy and practice.
- Each class teacher has the knowledge and understanding to use Target Tracker to record and analyse the performance of individuals and to set individual pupil progress targets.
- Summative assessment tasks are administered following the school assessment timeline and that the relevant data is collated using the school tracking grids and Target Tracker.
- Pupil progress and attainment, including individual pupils and specific pupil groups, is analysed accurately.

The Interim Head of School is responsible for:

- Ensuring a rigorous programme of moderation to ensure that all teacher assessment judgements are accurate and consistent throughout school and also across the local authority and beyond.
- Monitoring standards across school.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Organising termly pupil progress meetings.
- Holding teachers to account for the progress of individual pupils towards their end-of year target.
- Reporting to Governors on all key aspects of pupil progress and attainment, including communicating standards and the assessment system.

Curriculum Leaders are responsible for:

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents, the Assessment Leader and Interim Head of School, where appropriate.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

The Standards Committee role is:

- To keep informed about the developments within assessment.
- To be aware of the standards throughout school and how they compare to local and national levels.

Monitoring, Moderation and Evaluation

The Interim Head of School and Senior Leaders will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

The purpose of moderation at South Hiendley Primary School is:

- To consolidate all teachers' knowledge and understanding of age related expectations for each year of the National Curriculum and Early Years Curriculum.
- To make sure all staff are aware of the standards throughout school from Early Years, KS1 and KS2 and the priorities for improvement.

We recognise that the process of moderation has the following benefits within our school:

- Teacher assessment of work against age related expectations will become quicker and more consistent.
- The end of Key Stage attainment will be consistent and more informed.

- The greater understanding of curriculum expectations will promote more informed planning throughout school.
- The moderation process will enable us to provide clear exemplars of agreed standards in school. This will act as a guide for teacher assessments, parents' understanding, quality assurance, auditors and other outside agencies

Moderation takes place internally and externally from EYFS to Year 6. During 2018-19 and 2019-20 the subjects to be moderated internally are Writing, Reading, GPS and Maths. Internal moderation for all year groups will be undertaken during staff meeting time. The school will also participate in external moderation for all year groups with other schools in the MAT. (Multi-Academy Trust) The school will also take part in Wakefield LA end of Key Stage moderation. LA external end of Key Stage Moderation last took place on the following dates:

UFS profile – May 2017

KS1 Moderation Reading, Writing, Maths – June 2017

KS2 Moderation Writing – June 2017

The external moderators agreed with all teacher judgements in all 3 key stages.

Forms of Assessment at South Hiendley Primary School

At South Hiendley Primary Years School we recognise the need to implement three types of assessment:

- Short-Term Assessment – day to day teacher and pupil assessment.
- Medium-Term Assessment – Teacher Assessment against a learning objective or planned unit of work.
- Long-Term Assessment – Testing

All three levels of assessment inform our planning and teaching.

Short-Term Assessment (Daily Assessments)

At South Hiendley Primary School short-term assessment occurs in all subjects and forms part of every lesson.

The purpose of our short-term assessment is to:

- Check pupils' understanding of the main teaching points in a lesson or against a particular objective of the national curriculum.
- To give more information to help modify day to day lessons and deploy staff.
- To ensure all children work to their potential in all lessons.

Both teachers and pupils will implement short-term assessments in the following ways:

- Use of questioning.
- Marking of work.
- Pupils using 'thumbs up' during lessons.
- Pupil self-assessment in KS2, eg Challenge by Choice. The pupil will change the level of challenge if the original choice is too hard / too easy.

- In EYFS and KS1, children's progress is carefully assessed and monitored. Children are tracked using the RWI assessment resources. Teachers use daily sessions to monitor children's progress, and assess children through their writing and reading. All members of staff involved in the teaching of RWI, review the children's progress regularly to ensure that they are put into the appropriate group and all assessments are accurate.
- Teachers to use Target Tracker on iPads when objectives have been covered. This will then form part of each child's assessment.

Pupils will be informed of short-term assessments in the following ways:

- Annotated feedback and agreed highlighting on their work which may challenge learning further or address any misconceptions in order to consolidate understanding. (Use of polishing pens evidence improvements made by pupils)
- Verbal feedback by the class teacher which may challenge learning further or address any misconceptions in order to consolidate understanding. (There may be polishing pen evidence indicating that the pupil has improved work.)

When conducting short-term assessments we will adhere to the school's marking policy, ensuring that pupils are clear of their success, provided with further challenge in order to deepen their learning or have misconceptions addressed swiftly in order to consolidate understanding.

Medium-Term Assessment – Teacher Assessment

The recording of Medium-Term Assessment will take place at set times during each term, as evidenced in the school's Assessment Calendar.

At South Hiendley Primary School medium-term assessment is implemented in order to:

- Record and identify a pupil's progress against Age Related Expectations for key objectives taught over a unit of work / half term.
- Identify a pupil's progress against specific, individual targets and set new targets.
- Identify objectives where progress and attainment is below expected levels and plan programmes of intervention to accelerate progress of the individual, group or cohort so that they attain ARE by the end of the academic year.
- Provide attainment information so that the teacher can accurately plan the next unit/ half terms work.
- To build a profile of each pupil and also cohort progress and attainment thought each academic year.

Format of Medium-Term Assessment

Medium-term assessment will take place half-termly and will differ in regularity and form of assessment depending on whether the subject is one of the core subjects of Maths, Reading, Writing, GPS or one of the remaining subjects. It is important to

make sure that all evidence used to inform medium term teacher assessment judgements must be **independent work**.

Medium Term Assessment in Reading, Writing and Maths

- Medium-term planning will specify the objectives to be assessed and greater detail of the assessment task will be given in the short-term planning.
- The medium-term assessment will relate directly to the key objectives highlighted in the medium-term planning, which will be taught over the half-term.
- Constructive marked and verbal feedback on what the individual has achieved, and prompts to think about how to improve work, will be given as soon as possible.
- Medium-term assessment judgements will inform the review and setting of individual pupil targets.
- All medium-term assessment results will be kept by the class teacher and recorded securely on the web based tracking system called Target Tracker.
- Termly medium term teacher assessment data in Reading, Writing and Maths will be reviewed during Pupil Progress meetings throughout the year. Target Tracker will enable teachers to assess pupil progress in the areas of Reading, Writing and Maths. Teachers will use target Tracker to review pupil progress at the end of each term. This will enable them to make judgements on the progress each pupil is making in relation to end of year age related expectations and if they are track to meet them.

Medium Term Assessment in Reading

- All ongoing assessment data will be kept by the class teacher and recorded on Target Tracker.
- The following evidence will be used to inform teacher judgements in reading.
 - Guided Reading
 - Reading Journals
 - Reading records
 - Test results

Medium Term Assessment in Writing

- All medium term teacher assessment data will be kept by the class teacher and recorded on Target Tracker.
- The following evidence will be used to inform teacher judgements in writing.
 - Day to day writing in English lessons, including punctuation, grammar, spelling and phonics.
 - Independent application of writing across the curriculum, including work completed in a variety of contexts.
 - Cold writing tasks set by the teacher.
 - KS1
 - EY - judgements are made based on the assessment of a variety of writing tasks completed over the term, including observational assessment.

Medium Term Assessment in Maths

- All medium term teacher assessment data will be kept by the class teacher and recorded on Target Tracker.
- The following evidence will be used to inform teacher judgements in maths.
 - Results of end of unit/term tests
 - Times tables Tests
 - Arithmetic Tests
 - Independent application of maths across the curriculum, including work completed in a variety of contexts.
 - EY - judgements are made based on the assessment of a variety of Number and Shape Space and Measures tasks completed over the term, including observational assessment.

Long-Term Assessment - Tests

At South Hiendley Primary School long-term assessment will take place each term, in line with the IPMAT assessment calendar.

The purpose of long-term assessment is:

- To assess children's work against age related key objectives within the National Curriculum.
- To assess children's attainment against national standards, particularly at the end of each Key Stage including Foundation Stage.
- To inform the setting of future targets.
- To enable staff, governors and parents to analyse overall progress and attainment throughout school.

Format of Long-Term Assessment

Long-Term assessments are in the form of standardised tests and statutory end tests.

Year Group	Date	Tests	Subject
Nursery	On entry	Internal Baseline	GLD Areas - PSED Communication & Language Physical Development Literacy Maths
	On going	Internal Assessment	All subject areas
Reception	September	Internal Baseline	GLD Areas - PSED Communication
	June		

		Early Years Foundation Stage Profile	& Language Physical Development Literacy Maths All subject areas
Year 1	September	Internal Baseline Assessment	Reading Writing Maths
	End of Aut 2 End of Spr 2 End of Sum 2	PIRA Tests Internal Assessment WRM End of Term Assessment	Reading Writing Maths
	December	Internal Phonics Screening	Phonics
	March	Internal Phonics Screening	Phonics
	June	Statutory Phonics Screening	Phonics
Year 2	End of Aut 2 End of Spr 2 End of Sum 2	Previous SATs papers Internal Assessment Previous SATs papers	Reading Writing Maths
	December	Internal Phonics Screening (for relevant pupils)	Phonics
	March	Internal Phonics Screening (for relevant pupils)	Phonics
	May	Statutory Tests	Reading Writing GPS Maths
	June	Statutory Phonics Screening (for relevant pupils)	Phonics
Year 3	End of Aut 2 End of Spr 2 End of Sum 2	PIRA Reading test Internal Assessment WRM Assessments	Reading Writing Maths
Year 4	End of Aut 2 End of Spr 2 End of Sum 2	PIRA Reading test Internal Assessment WRM Assessments	Reading Writing Maths
Year 5	End of Aut 2 End of Spr 2 End of Sum 2	PIRA Reading test Internal Assessment WRM Assessments	Reading Writing Maths
Year 6	End of Aut 2 End of Spr 2	Previous SATs papers Internal Assessment Previous SATs papers	Reading Writing Maths
	May	Statutory Assessment	Reading Writing SPAG Maths

The data produced from long-term assessments is recorded on Target Tracker and is used along with medium term teacher assessment judgements to inform teachers about progress and attainment. Long term test data is analysed in order to identify particular areas for development. This forms part of the School Self Review.

The Early Years and Assessment

On entry to Nursery (Term after they turn at 3 years of age) children are baselined against the areas forming a Good Level of Development PSED, Communication and Language, PD, Literacy and Maths. A Baseline is also carried out on entry to Reception. This is recorded and tracked on Target Tracker against the EY Curriculum. Children are assessed across all areas of Early Years Outcomes over the course of an academic year.

Each term data is recorded on Target Tracker and progress is tracked using cohort tracking grids. This data is maintained by class teachers and overseen by the EY Leader. All of this data feeds into the profile at the end of Reception.

Target Tracker is used in EY to help in the analysis of strengths and areas for development in EY and for pupils and cohorts.

Pupil Performance Targets and Pupil Progress Meetings

At South Hiendley Primary School, we recognise the need to set realistic but challenging pupil performance targets. We believe that such targets will help raise individual levels of attainment and consequently continue to raise overall standards.

Pupil performance targets will consist of 3 levels:

- Annual Whole Class Targets
 - Nursery – Year 6: Targets are set in Reading, Writing, and Maths and are linked to % of children achieving Age Related Expectations by the end of the school year.
 - EY: % of cohort achieving a Good Level of Development at the end of the year.
 - Year 1: % of cohort passing the statutory phonics screening in June.
 - Year 2 and Year 6: % of cohort passing statutory tests at the end of the year.
- Annual Individual Pupil Target
 - Nursery – Year 6 pupils: These are set individually for all pupils in Reading, Writing and Maths. The target is linked to whether or not the individual will achieve Age Related Expectations in each subject by the end of the school year.
 - EY: Is the individual on track to achieve a Good Level of Development by the end of the year.
 - Year 1: if the individual will pass the statutory phonics screening in June.
 - Year 2 and Year 6: if the individual will pass the statutory tests at the end of the year.

Pupil Progress Meetings

The class teacher and headteacher meet regularly at key points during the year in order to review progress of cohorts and individuals.

The purpose of pupil progress meetings are

- To use dedicated time to analyse and discuss pupil and cohort performance.
- To identify strengths within the cohort
- To identify cohort weaknesses and put intervention in place to ensure needs are addressed.
- To identify children who are not progressing at the expected rate and are danger of not achieving age related expectations at the end of the year. This will then enable teachers to plan intervention which will consolidate understanding and accelerate progress.
- To monitor the effectiveness of the curriculum in meeting the needs of the children.
- To monitor the quality of teaching and learning within each classroom, across a KS and throughout school.
- To have an overview of standards throughout school in relation to national expectations and to act quickly if standards require rapid improvement.

Tracking Systems

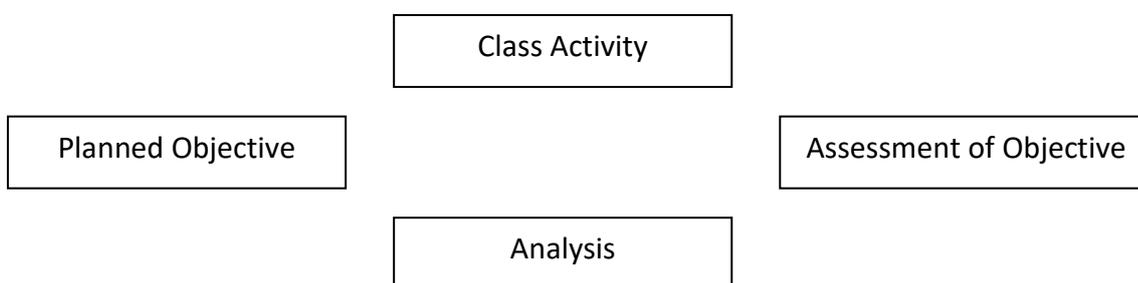
Pupil progress is tracked continually, using Target Tracker. This system is in place and all staff now use them to track pupils' progress, highlight strengths and areas to develop in order to inform planning, teaching and learning.

Assessment, Special Educational Needs and Able Children

At South Hiendley Primary School we promote Inclusive Education in all our teaching and learning. We believe that all children should be given the opportunity to succeed. During all assessment procedures implemented within school, appropriate steps will be taken to enable all children to participate at their own level. Children who have special educational needs and are on the special educational needs register will participate in modified assessment procedures in order to monitor progress made. For children who have a One Page Profile, assessment will be linked to their key objectives. When assessing able and exceptionally able children, the procedures in the related policy will be followed and the Assessment Manager and the class teacher will ensure that assessment tasks provide a sufficient challenge to the pupil. Teachers can enter a child for any assessment they deem appropriate for an individual child. When assessing pupils with physical disabilities, the appropriate arrangements will be made in order to ensure they have equal access to all tasks and tests.

Assessment and Planning

At South Hiendley Primary School we recognise that assessment is integral to the planning and delivery of the school curriculum. We see it as a complete cycle.



Pupils are assessed each half term based on the objectives taught in that half term's units of work.

Parents, Assessment and Reporting

At South Hiendley Primary School we recognise the important role of parents in a child's continuing educational development. It is our aim to encourage parents to take an active role in their child's achievement of targets set. This will be done by the implementation of the following strategies:

- Informal day to day discussions with parents, when needed.
- Informing parents of their child's individual targets during parent consultations.
- Informing parents of their child's progress during parent consultations.
- Feedback to parents on their child's performance through the Annual Report.
- Organising curriculum workshops, which inform parents of National Curriculum Age related criteria and expectations.

We report to parents in the following ways:

- Formal Parental Consultations FS1 – Y6 (October and March)
- Annual Report to Parents (July)
- Annual Informal Parent Open Evening (July)
- Formal written notification of EYFS Profile data (July)
- Formal written notification of statutory Year 1 Phonics Screening (July)
- Formal written notification of statutory Year 2 (relevant pupils) Phonics Screening (July)
- Formal written notification of statutory test KS1/2 (July)

Developments in Assessment

At South Hiendley Primary School we recognise the need for high quality staff development in Assessment in order to ensure procedures are administered effectively and efficiently. We realise the need to utilise as many agencies as possible in order to sustain appropriate staff development. These will include:

- Knowledge of the Assessment Leader.
- Knowledge and experiences of teachers.
- Inset provision and support from the MAT.
- Inset provision from outside agencies

Each teacher's requirements within assessment will be assessed annually. The Headteacher will develop a programme of CPD that will address these needs and this will form part of the CPD record for the school.