



Assessment policy

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1. Aims

This policy aims to:

- › Provide clear guidelines on our approach to formative and summative assessment
- › Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- › Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

At Hardy Mill we aim for every child to be the best that they can be and achieve this through an inspiring curriculum, quality first teaching, a stimulating learning environment and close links with the home and family. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress.

Through assessment at Hardy Mill, we aim:

- To gather a range of information about the performance of individuals, groups of children, cohorts, key stages and whole school information so that it can be used to inform the planning of a coherent, relevant and differentiated curriculum.
- To ensure teaching is appropriate and that learners make at least expected progress.
- To ensure that assessment, recording and reporting is an integral part of the performance management system.
- To track the individual progress of every child.

- To celebrate; help plan next steps in learning and support analysis of trends, leading to school improvement.
- To inform discussion and dialogue with pupils, parents/carers, colleagues, school leaders and governors, moderators and assessors.
- To support transition between year groups, key stages and schools.

4. Assessment approaches

At Hardy Mill Primary we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- › **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our approach to formative assessment is set out below:

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Day to day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities), resources or extension (enrichment activities to deepen understanding) as necessary in order for all children to progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through formative assessment, we:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve;
- and ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

A range of Formative Assessments are used including:

- effective questioning;
- marking of pupils' work, including levels of success and next steps;
- discussion and interactions with children;
- observations;
- short re-cap quizzes;
- discussions with children;
- quick recap questions at the start of the lesson;

- pupil self-assessment;
- opportunities for pupils to make their learning visible eg on mini-whiteboards;
- peer marking;
- recapping prior knowledge;
- response to marking;
- verbal feedback;
- pupil conferencing.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period
- ›

Our approach to in- school summative assessment is set out below:

EYFS

- Evidence for assessments is by/ through interactions with the children, observation and focused tasks. Progress checks are guided by Development Matters and a summative judgement. Judgements are entered onto Target Tracker after Baseline, mid-year and end of year. Moderation is completed internally with EYFS team and SLT and externally within the Cluster group.
- During the summer term, the final teacher assessments are reported using the EYFS Profile and Characteristics of Learning and parents receive a written report.
- Phonics is assessed at the end of each half term, using Letters and Sounds assessment grid. Children are grouped accordingly following each assessment point.

Key Stage 1 and 2

- In house summative assessment are used termly in Maths, Reading, GAPS and Writing. They are recorded on Target Tracker. These summative assessment are informed by a suite of testing materials from NTS Assessments for:
 - Reading
 - Grammar, Punctuation and Spelling (GAPS)
 - and Maths
- Summative assessment in all other subject areas are also made termly. These summative assessments are informed by teacher assessment of skills applying the principles of APP for identified children within each milestone.
- Phonics is assessed each half term, using Letters and Sounds assessment grid. In year 1 are assessed using the standardised national phonics test

Tracking for Attainment and Progress

Teachers will record their assessments on Target Tracker three times per year.

To make a step judgement, children achieve the statements and this is transferred onto Target Tracker (statements are taken directly for the National Curriculum).

The amount of statements achieved determines which step the child is working at within year group expectations e.g. b, b+, w, w+, s, s+.

B	Beginning	Some statements are achieved.
B+	Beginning Plus	Approximately 25% of statements are achieved and/or approximately 50% statements are working towards.
W	Within	Approximately 50% of statements are achieved.
W+	Within Plus	Approximately 50% of statements are achieved including all of the Key Performance Indicators and the remaining statements are at least working towards
S	Secure	Approximately 75% of statements are achieved including all of the Key Performance Indicators and the remaining statements are at least working towards
S+	Secure Plus	All of the statements are achieved including all of the Key Performance Indicators and 25-30% of statements are at greater depth.

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- › Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- › The EYFS Profile at the end of reception – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.
- › Phonics screening check in year 1
- › National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

Teachers will use Target Tracker input their formative assessments for reading, writing and maths and input a summative assessment on the step ribbon for each subject each half term.

The amount of statements achieved determines which step the child is working at within year group expectations e.g. b, b+, w, w+, s, s+.

B	Beginning	Some statements are achieved.
B+	Beginning Plus	Approximately 25% of statements are achieved and/or approximately 50% statements are working towards.
W	Within	Approximately 50% of statements are achieved.
W+	Within Plus	Approximately 50% of statements are achieved including all of the Key Performance Indicators and the remaining statements are at least working towards
S	Secure	Approximately 75% of statements are achieved including all of the Key Performance Indicators and the remaining statements are at least working towards
S+	Secure Plus	All or almost all of the statements are achieved including all of the Key Performance Indicators and 25-30% of statements are at greater depth.

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

Effective Use of Data to Plan Learning

Each term, the Head teacher will meet with year groups in **Pupil Progress Meetings**. Target Tracker is used to discuss the progress and attainment of the class and children or groups within the class may be identified for interventions.

The class teacher uses **gap analysis** on Target Tracker to **inform planning** for the class, groups and on occasion individuals.

6. Reporting to parent

Parents receive termly communication about their child's achievement from Nursery to Year 6.

Autumn Term	Spring Term	Summer Term
<i>Parents' Meeting including termly progress report</i>	A termly progress report	Parents' Meeting including end of year report

The content of these reports is Key Stage specific and is set out below.

Early Years

Summary achievement reports – autumn term

- **Nursery** – This report include information about if a child is “on track” to achieve end of year expectations in the Prime areas only. If a child is NOT “on track” parents are provided with information about what the school is doing to support their child for the upcoming term as well as how they can support their child's learning at home. Parents are provided with opportunity to discuss these termly reports with class teachers if needed.
- **Reception** - This report include information about if a child is “on track” to achieve end of year expectations in in all 7 areas of learning. If a child is NOT “on track” parents are provided with information about what the school is doing to support their child for the upcoming term as well as how they can support their child's learning at home. Parents are provided with opportunity to discuss these termly reports with class teachers if needed.

Summary achievement report - spring term

- **Nursery and Reception** - This report include information about if a child is “on track” to achieve end of year expectations in in all 7 areas of learning. If a child is NOT “on track” parents are provided with information about what the school is doing to support their child for the upcoming term as well as how they can support their child’s learning at home. Parents are provided with opportunity to discuss these termly reports with class teachers if needed.

Annual report – summer term

The annual report includes:

- Achievement overview of strengths and areas for development of the characteristics of effective learning in the Early years:
 - Playing and Exploring;
 - Active Learning;
 - And Creative and Critical Thinking.
- For each of the 7 areas of learning, achievement is reported against the Early Learning Outcomes:
 - **E** Working at the expected level
 - **WT** Working towards the expected level
- Attendance (Reception class only) including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

Key Stage 1 and 2

Summary achievement reports – autumn and spring term

These termly reports include information about if a child is “on track” to achieve end of year expectations in Reading, Writing and Maths. If a child is NOT “on track” parents are provided with information about what the school is doing to support their child for the upcoming term as well as how they can support their child’s learning at home. Parents are provided with opportunity to discuss these termly reports with class teachers if needed.

Annual report – summer term

The annual report includes:

- For all subjects, achievement is reported against age related expectations:
 - **GD** Greater Depth - working above the Age Related Expectations
 - **S** Secure - meeting the Age Related Expectations
 - **D** Developing - working towards the Age Related Expectations
 - **E** Emerging - working below the Age Related Expectations
- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development in reading, writing, maths, science and the wider curriculum.

- Where statutory tests have been completed (Phonics Test– Year 1 /KS1 SATs – Year 2/ KS2 SAT– Year 6) these results are also reported.
- Attendance including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- **Appropriate targets (next steps) are included** in the end of year report to help support the child over the Summer break ready for September and a new set of year group expectations for reading, writing and maths.

Autumn Term	Spring Term	Summer Term
Parents' Evening including termly progress report	A termly progress report	Parents' Evening including end of year report

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

The SENCO consults termly with the Head teacher following pupil progress meetings to ensure that children are identified promptly for additional support. The SENCO also meets regularly with parents and teachers of those children on the SEN register to review progress and update targets.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

We ensure confidence and consistency in teacher assessments by:

- agreeing details of criteria
- moderating within phases and with leadership team
- joining local authority moderation activities
- feeding back from lesson observations, pupil interviews and book scrutinies
- providing specific training/ support when needed

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Head teacher

The head teacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Subject leaders

Subject leaders will:

- facilitate moderation of assessments in staff meetings
- moderate when scrutinising work books and interviewing children.
- source materials for assessment and provide support and guidance to other staff
- monitor children's progress and attainment and address areas for development within their subject through effective action planning

9.4 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy and:

- regularly assess pupils and record using Target Tracker
- provide feedback in line with the school's Marking and Feedback Policy
- adapt planning in line with assessments to ensure good progress for all
- provide assessment information for pupils and parents as well as SLT
- make summative assessments on Target Tracker at least six times per year

9.5 Teaching Assistants

Teaching assistants will:

- provide feedback to teachers on progress and attainment of pupils they work with
- provide feedback in line with the school's Marking and Feedback Policy where appropriate

10. Monitoring

This policy will be reviewed every 2 years by the head teacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The head teacher is responsible for ensuring that the policy is followed.

The leadership team will monitor the effectiveness of assessment practices across the school, through:

- moderation;
- lesson observations;
- book scrutinies;
- and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum statement
- Early Years Foundation Stage Policy
- Marking and Feedback Policy
- Curriculum Policy