

## **Introduction**

This Policy outlines the purpose, nature and management of assessment at Hilldene Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at Hilldene.

## **Aims**

The aim of the policy is to give a clear outline of all assessment techniques at Hilldene, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

## **Roles and Responsibilities**

The overall responsibility for assessment belongs to the Assessment Leader. Year Group Leaders are responsible for ensuring formative and summative assessments are implemented in accordance with the school's policies and procedures and data submitted within the allocated time frame. Class teachers are responsible for assessment of the children in their care. The analysis of termly assessments will be completed by Year Group Leaders. Subject Leaders are responsible for monitoring assessment within their subject area.

## **Entitlement**

It is the entitlement of every child at Hilldene to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

## **Implementation**

Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Using Key Skills (from Chris Quigley) enables us to write specific learning objectives and identify assessment opportunities in our medium term plans. In addition, the focused assessments identified in our short-term plans use these learning objectives as assessment criteria. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning (see Appendix 1 - Assessment Model).

## **Marking & Feedback**

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty. Our Marking & Feedback Policy ensures a consistent approach to marking and feedback throughout the school (see school Marking & Feedback policy).

## Types of Assessment

<b><u>Assessment for learning (Responsive Teaching)</u></b> (Often referred to as formative assessment)	<b><u>Assessment of learning</u></b> (Often referred to as summative assessment)
<p><b>Purposes</b> Assessment for learning will:</p> <ul style="list-style-type: none"> <li>• provide insight into pupils' learning for both pupils and teachers</li> <li>• promote success for all</li> <li>• support the target-setting process</li> <li>• enable continuous reflection on what pupils know now and what they need to know next</li> <li>• provide a measure that has a value</li> <li>• promote immediate intervention and link judgments to the LO</li> </ul>	<p><b>Purposes</b> Assessment of learning will:</p> <ul style="list-style-type: none"> <li>• provide a summary judgement about what has been learned at a specific point in time</li> <li>• establish national benchmarks about what children can do and about school performance</li> <li>• show what pupils can do without support</li> <li>• inform the target setting process</li> <li>• hold the school to account</li> <li>• identify areas for subsequent intervention</li> </ul>
<p><b>Implications for teaching</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• provide regular oral and written feedback which identifies strengths and the next step for improvement</li> <li>• promote pupils involvement in self assessment</li> <li>• act on information to inform curricular targets</li> <li>• plan against what children know/can do</li> <li>• provide opportunities for children to demonstrate their achievements</li> <li>• make standards and objectives explicit to pupils</li> <li>• promote inclusion by attending to all pupils' learning needs</li> <li>• engage pupils in rich questioning with 'wait' time</li> <li>• build in time for focused observation of teacher-directed and child-initiated activity</li> </ul>	<p><b>Implications for teaching</b> The teacher will:</p> <ul style="list-style-type: none"> <li>• assess each child termly through teacher assessment and tests</li> <li>• identify gaps in pupils' knowledge and understanding</li> <li>• identify weaknesses in the curriculum which can guide future planning</li> <li>• implement strategies to accelerate progress to meet Hilldene's targets</li> <li>• mark and measure against levels</li> </ul>
<p><b>Impact on learning and the learner</b> The pupil will:</p> <ul style="list-style-type: none"> <li>• know what standards are required</li> <li>• know what has been achieved against known success criteria and what to do to improve</li> <li>• gain confidence, motivation and self-esteem as a learner</li> <li>• improve own self-evaluation skills</li> <li>• make progress</li> </ul>	<p><b>Impact on learning and the learner</b> The pupils and parents will:</p> <ul style="list-style-type: none"> <li>• be able to gauge their performance against previous scores</li> <li>• be able to measure their performance against externally agreed standards</li> <li>• have a measure of performance at the end of EYFS, KS1 and KS2</li> </ul>
<p><b>Issues for school leaders</b> Leaders will:</p> <ul style="list-style-type: none"> <li>• define roles and ensure responsibilities are clear in relation to assessment tasks</li> <li>• make arrangements to monitor the progress of</li> </ul>	<p><b>Issues for school leaders</b> Leaders will:</p> <ul style="list-style-type: none"> <li>• ensure Hilldene complies with statutory assessment arrangements and this policy</li> <li>• monitor delivered curriculum</li> </ul>

<ul style="list-style-type: none"> <li>• individuals and groups</li> <li>• monitor the quality of teacher assessment</li> <li>• keep parents/carers informed</li> <li>• use assessment information to inform SIP</li> </ul>	<ul style="list-style-type: none"> <li>• make arrangements to monitor the progress of individuals and groups</li> <li>• involve governors in their accountability role</li> <li>• keep parents/carers informed</li> <li>• use assessment information to inform SDP</li> <li>• monitor the impact of the planned curriculum</li> </ul>
<p><b>Assessment methods</b> (This process relies on talking)</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion about work in progress</li> <li>• Questioning to prompt new thinking</li> <li>• Feedback to specify attainment, identify difficulties, specify improvement, construct achievement and identify curricular targets</li> <li>• An agreed range of techniques: <ul style="list-style-type: none"> <li>○ Red/yellow/green cards</li> <li>○ In a nutshell</li> <li>○ Reflection dice</li> <li>○ Galloping Gallery</li> <li>○ Success criteria</li> <li>○ Hot/cold tasks</li> </ul> </li> </ul>	<p><b>Assessment methods</b> (Product focus; written, recorded, performed)</p> <ul style="list-style-type: none"> <li>• Testing</li> <li>• Marking to Symphony grades/scores</li> <li>• Time limited tasks</li> <li>• Closed tasks</li> <li>• Formulated tasks</li> </ul>
<p><b>Pedagogy</b> A range of teaching methods should be adopted as children learn in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Shared learning intentions</li> <li>• Variety of different questions</li> <li>• Modelling</li> <li>• Scaffolding</li> <li>• Demonstrating</li> <li>• Explaining</li> <li>• Differentiation</li> <li>• Exemplification of standards</li> <li>• Shared criteria for the next step</li> <li>• Shared involvement/construction of an activity</li> <li>• Guided tasks</li> <li>• Independent working</li> <li>• Collaborative working and partnerships</li> <li>• Qualitative recording e.g. marks</li> <li>• Pupil self-evaluation</li> </ul>	<p><b>Pedagogy</b> A range of teaching methods should be adopted as children learn in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Preparation and rehearsals</li> <li>• Drilling to the 'test routine'</li> <li>• Variety of different test questions</li> <li>• Revision</li> <li>• Test techniques</li> <li>• Timed activities</li> <li>• Independent working</li> <li>• Undifferentiated tasks e.g. KS2 tests</li> <li>• Tiered tasks/tests e.g. KS1 papers</li> <li>• Quantitative recording e.g. marks, grades</li> </ul>
<p><b>Evidenced by</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Drafting/editing</li> <li>• Revisiting</li> <li>• Exploration</li> <li>• Interaction and collaboration</li> <li>• Talking</li> <li>• Pupils' self evaluation</li> <li>• Pupils' improved self-esteem</li> </ul>	<p><b>Evidenced by</b></p> <ul style="list-style-type: none"> <li>• Pupils finished product, (written or verbal)</li> </ul>

(see Appendix 2 - Assessment Timetable)

### **Assessing Pupil Progress (Symphony Assessment System)**

In 2015, the school introduced the Symphony Assessment System (SAS) to track the progress and attainment of children. Half-termly assessment in reading, writing, and maths are taken of all children to assess their progress and highlight gaps in learning. The Symphony assessment grids inform planning, enabling teachers to adapt the curriculum to meet the needs of the class more closely.

### **National Curriculum Assessments (SATs)**

End of key stage NC assessments (SATs) are undertaken in line with statutory requirements. They are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Pupil progress across the school, from Nursery to Year 6, is tracked using the Symphony Assessment System. Teachers are expected to analyse the results in consultation with the Senior Leadership Team, year group leaders and subject leaders.

### **End of Key Stage Assessments**

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's attainment. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work and the information stored in their assessment folders to decide the children's Symphony grades. Class teachers, along with the year group leaders concerned make these judgments, with support from the subject leaders and SLT, if required. Teacher assessment at Key Stage One is moderated by the local authority. Internal moderation is used to validate teacher assessment across the school. The school also takes part in external moderation, involving other local schools, to further validate teacher assessment in school.

### **Year 1 Phonic Screening Test**

Year 1 undertake a statutory phonic screening test in June. The test is carried out in line with set guidance. Children are assessed formally and informally through the 'Letters & Sounds' throughout the year and the assessment is used to address gaps in learning and plan next steps. Children who do not pass the test in Year 1 will re-do the test in Year 2. A thorough assessment will be taken of those children to ensure they pass in Year 2.

### **Phonics Assessment**

Termly phonics assessments are carried out in YR, Y1 and Y2 in order to assess the current phase of each child.

Years 2 - 6 test any readers who are below current age-related expectations in order to provide them with an intervention programme to enable them to catch up.

Any children who are new to the school may be given a phonics assessment to help establish their current phonics/reading attainment.

### **Consistency of Judgements**

The consistency of teachers' judgements about standards is important if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgments or for statutory teacher assessments. Staff meetings, internal and external moderations give opportunities for teachers to compare judgements and agree standards.

### **Foundation Stage Assessments**

#### **Reception**

Baseline data is analysed by the LA, then again for the EYFS Profile. Development Matters outcomes are used until the Spring Term, followed by the EYFS profile. Development Matter judgements are updated half-termly

onto SIMS by class teachers using observations recorded on 2Simple. Progress is also tracked throughout the year during Pupil Progress Meetings.

The profile is completed in line with statutory requirements at the end of YR. 2Simple observations, written information and record sheets are passed from the Nursery to the Reception class and from Reception to Year One. The teachers meet to discuss the children's progress.

### **Nursery**

Baseline data is analysed by the LA. Development Matter judgements are updated half-termly onto SIMS by class teachers using observations recorded on 2Simple. Progress is also tracked throughout the year during Pupil Progress Meetings.

### **Records**

Records of End of Unit assessments, formative assessments, SATs results, Phonic tracking, common exception spelling words and Teacher Assessments (TAs) are kept in the class assessment folders and in Pupil Tracking.

The SATs results and TAs are duplicated in the school's results/tracking database. Symphony assessment grids are kept in a separate folder.

Reading records are kept for each pupil and used as a focus for development. Home/school reading records are monitored regularly.

The progress of children receiving extra support is monitored by the member of staff delivering the support. Learning Support Assistants report on assessment outcomes to the class teacher and to the SENDCO/Inclusion Manager.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning.

The pupil end-of-year report is filed in the pupil's School Record and is available for reference.

### **Pupil Tracking**

To ensure that the pupil data held is accurate i.e. Pupil Tracking, the only staff members allowed to update it are the class teacher, year group leader or the Assessment Leader. If any members of staff feel that any data is incorrect, they should direct their queries to the Assessment Leader who will ensure that the data is verified and updated as necessary.

Where children are in English and Maths sets, as these are updated, new set lists should be given to the Assessment Leader who will ensure that the information is then updated. Any new assessment data available at the end of each term (see Assessment Timetable) or indeed at any time, should be given to the Assessment Leader, who will ensure that Pupil Tracker is updated.

### **Curriculum Areas**

Assessment is an integral part of all curriculum delivery at Hilldene. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. A more skills based curriculum will enable staff to better identify current levels as well as the amount of progress made by each child.

### **Monitoring**

From time to time, the SLT will monitor class assessment records. The SLT and curriculum leaders will monitor children's work samples on a termly basis. This will include monitoring of assessment. A staff meeting will be held at least once a year to evaluate the success and usefulness of the procedures in the assessment policy.

## **Equal Opportunities**

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with SEND (Special Educational Needs or Disability), Able children and EAL children (English as an Additional Language) to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Hilldene ensures that identification of these children is systematic and effective.

## **Special Educational Needs or Disability**

When assessment indicates a child may have special educational needs, the SENDCO/Inclusion Manager is informed and the child's progress is carefully monitored. Further assessments focusing on the child's specific need will then take place, as outlined in the Inclusion policy. For all children at SEND stage 'SEN support' or above, an Individual Education Plan will be implemented.

## **Reporting to parents**

Parents receive a written report at the end of each academic year. In KS1 and KS2, this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum, including physical, personal, social skills, attitudes and RE. SATs results are included in the reports of children in years 2 and 6 and teacher Symphony assessment grades in Years 1, 3, 4 and 5. Parents of children in the Nursery and Reception classes receive a report based on the 8 areas of learning and for Reception children their attainment in Early Learning Goals (Good Level of Development).

The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher. Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms.

Teachers are also prepared to make themselves available at the beginning or end of the school day to discuss parents concerns. If it is not possible to speak to a parent immediately, a prompt appointment will be made. If a member of staff has concerns over a child, they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.

## **Policy Review**

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individual within our school community. The next review of the assessment policy will be in January 2018.

A review of this document will be carried out yearly with necessary adjustments being made after consultation and discussion with the staff.

## **Appendix 1**

### Assessment Model

#### **Curriculum Coverage:**

Long term planning - Schemes of Work in RE, core and foundation subjects

Medium term planning/ - Identifies key skills, learning objectives and assessment foci

Short term planning - Outlines planned work

- Identified key skills
- Identifies specific assessment opportunities
- Builds upon prior assessment
- Includes opportunities for deep marking

#### **School Writing Portfolio**

Year group folders compiled with examples of what Symphony grades look like to ensure consistency throughout the school and support new staff in making judgements.

#### **Recording of assessment**

All SATs, teacher assessments (core subjects) and standardised test results are recorded on system for Y6 and manually for other year groups. They are monitored by Year Group Leaders and SLT.

#### **Individual records**

- Progress in foundation subjects will be noted in end of year reports to parents.
- Half-termly teacher assessments in core subjects to be updated on the pupil recording sheet.
- Targets for English and Maths Symphony grades to be made for each child at the beginning of the academic year, and recorded on the school tracking system.

#### **Class/Group records**

- Class tracking records include identification of significant progress/problems.
- Symphony assessments for Reading, Writing and Maths (half-termly).
- Symphony assessments for Foundation Subjects (annually - June).
- End of unit assessments (as appropriate).
- Guided/Individual reading records, with comments related to assessment focus.

#### **Assessment outcomes**

- The SLT & Year Group Leader analyse SATs results and discuss with staff to inform teaching and learning.
- All assessment outcomes, including standardised test results, are used to inform future planning with all gaps in learning addressed.
- Identify performance management pupil progress targets.
- Inform provision mapping.

**Appendix 2**  
**Assessment Timetable**

YR	Autumn Term	Spring Term	Summer Term
N	Baseline assessment carried out & submitted to LA Continuous on-going assessment via observations	Continuous on-going assessment via observations Assessment against Development Matters	Continuous on-going assessment via observations Assessment against Development Matters
R	Baseline assessment carried out & submit to LA Continuous on-going assessment via observations Phonic tracking sheet Independent Writing	Continuous on-going assessment via observations Development Matters/EYFSP Phonic tracking sheet Independent Writing	Continuous on-going assessment via observations EYFSP Phonic tracking sheet Independent Writing Phonic screening test
1	Conversion of grades from EYFS (ELGs/GLD) to Symphony grades Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent writing/maths tasks	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent Writing/Maths tasks 1 <sup>st</sup> half term in school phonic screening test	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent Writing/Maths tasks Phonic Screening test
2	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent Writing/Maths tasks	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent Writing/Maths tasks Old KS1 SAT tests	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent Writing/Maths tasks KS1 SATs
3	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 3/4 Common exception words Independent Writing/Maths tasks	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 3/4 Common exception words Independent Writing/Maths tasks	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 3/4 Common exception words Independent Writing/Maths tasks
4	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 3/4 Common exception words Independent Writing/Maths tasks	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 3/4 Common exception words Independent Writing/Maths tasks	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 3/4 Common exception words Independent Writing/Maths tasks
5	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 5/6 Common exception words Independent Writing/Maths tasks	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 5/6 Common exception words Independent Writing/Maths tasks	Half-termly English, Maths & Reading Symphony assessments Phonic tracking sheet Yr 5/6 Common exception words Independent Writing/Maths tasks
6	Half-termly English, Maths & Reading Symphony assessments SPAG assessments Yr 5/6 Common exception words Independent Writing/Maths tasks	Half-termly English, Maths & Reading Symphony assessments SPAG assessments Yr 5/6 Common exception words Independent Writing/Maths tasks Old KS2 SAT tests	Half-termly English, Maths & Reading Symphony assessments SPAG assessments Yr 5/6 Common exception words Independent Writing/Maths tasks KS2 SATs