



Assessment policy

Policy review Date	February 2024
Date of next Review	February 2025
Policy reviewed by	School Leadership Team
Who reviewed this policy?	Governing Body
Headteacher	Mrs Georgina Delmonte
Chair of Governors	Mr Christopher Speller

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community

Contents

1. Aims	3
2. Legislation and guidance	3
3. Principles of assessment	3
4. Assessment approaches	3
5. Collecting and using data	5
6. Reporting to parents	6
7. Inclusion	7
8. Training	7
9. Roles and responsibilities	7
10. Monitoring	8
11. Links with other policies	9

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

Assessment of pupils should:

- be formative, provide information for the teacher to plan the next steps in the pupils learning;
- be diagnostic, provide more detailed information about individual pupils strengths and areas of development;
- to be summative, provide a snapshot of each child's achievement – these can be reported to parents;
- be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the pupils of how well they are doing and to enable them to move forward in their learning.

The Symphony Assessment System enables staff to write specific learning objectives and identify assessment opportunities in medium term plans. In addition, the focused assessments identified in 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).

4. Assessment approaches

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

We use three 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 develop.
- **Parents** to gain a broad picture of where their child's strengths and areas of development lie (these are discussed during parents evening meetings during the autumn and spring terms).

Assessing Pupil Progress

Assessments are used to provide teachers with end of year expectations (objectives) that are used as part of ongoing assessments of pupils' work, during lessons and when giving feedback. They are also used to inform planning and identify areas of development for individuals or groups of pupils. The assessment system is also used to track progress and attainment for pupils. Teachers use this as a summative assessment to assess pupils at the end of each term.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where provision 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 sequence of lessons and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a unit 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.

Marking & Feedback

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

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:

- Early Years Foundation Stage (EYFS) baseline assessment that are carried out for the majority of pupils within the first six weeks of them starting primary school. The EYFS profile at the end of reception
- Phonics screening check in year 1
- Year 4 multiplication check
- National Curriculum tests and teacher assessments at the end of Key Stage KS1 (year 2) (optional) and KS2 (year 6)

Year 2 and Year 6 teachers set a range of work to enable them to assess pupils 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 so they 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 leader, make these judgments, with support from the curriculum leaders, the Deputy Headteacher and Assistant Headteachers if required. Internal moderation is used to validate teacher assessment across the school. This moderation is supportive and allows teachers to moderate others' similar pieces of work completed by other pupils. Teacher assessment in Key Stage 2 writing is moderated by the local authority. The school also takes part in external moderation; involving other local schools, to further validate teacher assessment.

Multiplication Tables Check

At the end of Year 4 pupils will be required to complete a multiplication table check test which will test if they are able to recall times tables facts fluently. This has been designed to ensure schools are able to identify those pupils who will need additional support for multiplication tables going into year 5.

Year 1 Phonic Screening Test

Year 1 pupils undertake a statutory phonic screening test in June. The test is carried out in line with set guidance provided by the Department of Education. Pupils are assessed formally and informally throughout the year and the assessment is used to address gaps in learning and to plan a pupil's next steps. Pupils who do not meet the national expectations at the end of Year 1 will re-sit the test at the end of year 2. A thorough assessment will be taken of those children to support them to pass in year 2.

Phonics Assessment (Read Write Inc. assessments)

Pupils in Reception and Key Stage 1 are assessed in phonics every six to eight weeks in order to assess the pupils progress and are grouped according to their ability. The groups are fluid and if a pupil is excelling or having some difficulties they do not need to wait until the next assessment cycle to move to a phonics group that will support / challenge them.

Years 2 to 6 assess all pupils who are working below current age-related expectations in order to provide them with an intervention programme to enable them to make accelerated progress and to catch up to their age related expectations.

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

Once pupils complete the RWi approach they are benchmarked using a standardised assessment system to determine how well they are reading and comprehending a text. This then determines the colour book band a pupil's reading book is and the books that pupils take home to share with their parents/carers.

Foundation Stage Assessments

Reception pupils are required to complete an on-entry assessment (baseline) that is carried out by early years practitioners and is completed within the first six weeks of pupils starting school. This is a national assessment and data is then analysed within school, within the local authority and nationally. Pupils are reported as being 'expected' or 'emerging' to meet the Early Learning Goals by the end of the pupils' Reception year.

5. Collecting and using data

Data is collated and records for each pupil in all year groups and at different points in the year to demonstrate progress.

Records

Records of end of unit assessments, formative assessments, SATs results, phonics tracking and Teacher Assessments (TAs) are kept in pupil record files, with information also being recorded on SIMS.

The SATs results and TAs are duplicated in the school's results/tracking database. Symphony assessment grids are kept by the teacher to show progress over time, next steps for the pupil and their areas of strengths.

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

The progress of pupils receiving extra support is monitored by the member of staff delivering the intervention. Learning Support Assistants (LSAs) report on assessment outcomes to the class teacher and to the SENDCo. These records enable the class teacher to assess the progress made by each pupil and are an important part of the formative assessment needed for future planning.

Consistency of Judgements

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

Pupil Tracking

To ensure that the pupil data held is accurate i.e. Pupil Tracking, it is the responsibility of the class teacher, Year Group Leader, the Deputy Headteacher or Assistant Headteachers to update data. If any members of staff feel that any data is incorrect, they should direct their queries to the Year Group Leader, Deputy Headteacher or Assistant Headteachers who will ensure that the data is verified and updated as necessary.

6. Reporting to parents

Parents receive a written report at the end of each academic year. In KS1 and KS2, this comments on the pupil'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 pupils in year 6 and teacher assessments are reported for in years 1, 2, 3, 4 and 5.

Parents of pupils in Nursery and Reception classes receive a report based on the prime areas of learning and for Reception pupils their attainment in the Early Learning Goals are also shared. Pupils are also assessed for Good Level of Development.

The reports include a comment form for parents/carers to give feedback to class teachers and the leadership team regarding their child's academic report. In addition, parents/carers 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/carer immediately, a prompt appointment will be made. If a member of staff has concerns over a pupil, they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.

Attendance is also reported to parents and includes:

- The total number of possible attendances for that pupil;
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances;
- The number of late marks a pupil has received throughout the year.

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' educational needs and any requirements for support and intervention.

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.

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

Throughout the year, teachers will participate in professional development (CPD) relating to assessing pupils. This is ongoing development and may be identified through inconsistencies with data, pupil progress meetings or through observations.

Teaching staff participate within cross school writing moderation once a term; to develop ongoing professional dialogue around the assessment of writing and provides teaching staff opportunities to demonstrate their understanding of the writing assessment process. It is also an opportunity for the leadership team to identify where further support is needed to ensure all teaching staff are confident and accurate when assessing pupils' writing.

Teachers in Reception, year 2 and 6 have opportunities to attend HES CPD sessions regarding the ongoing assessment of pupils (in Reception and year 2) and the end of Key Stage assessments. This enables them to develop their knowledge and understanding of assessment at the end of each primary key stage.

Year 1 teachers have opportunities to attend CPD sessions regarding the administration and assessment of the Year 1 Phonics Screening Check (PSC). Teachers in year 4 also attend CPD sessions relating to the Year 4 Multiplication Check;

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;

- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and effective practice across the school.

9.2 Senior Leadership Team

The senior leadership team are responsible for:

- Ensuring that the policy is adhered to;
- Monitoring standards in all curriculum areas;
- Analysing pupil progress and attainment, including individual pupils and specific groups of pupils;
- 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;
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy;
- Being familiar with the standards for the curriculum areas they teach;
- Keeping up to date with developments in assessment practice.

10. Monitoring

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy.

The school leadership team will monitor class assessment and progress records. The school leadership team and curriculum leaders will also monitor pupil outcomes throughout the year. This will include monitoring of assessment. Staff will review, reflect and evaluate the success and usefulness of the procedures in the assessment policy.

Middle Leaders are responsible for ensuring that the policy is followed within their year groups and ensure that individuals are supported if they are unsure.

The Deputy Headteacher and Assistant Headteachers will monitor the effectiveness of assessment practices across the school, through:

- moderation
- lesson observations
- learning walks
- book looks
- pupil progress meetings
- informal / formal meetings with individual teachers or year groups
- providing support during PPA sessions.

11. Links with other policies

This assessment policy is linked to:

- [Marking and Feedback policy](#)
- [Early Years Foundation Stage policy](#)

Appendices:

Appendix 1 - Types of assessment:

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

<p>Assessment methods (This process relies on talking)</p> <ul style="list-style-type: none"> ● Observation (in class or through IRIS software) ● Discussion about work in progress ● Questioning to prompt new thinking ● Feedback to specify attainment, identify difficulties, specify improvement, construct achievement and identify curricular targets ● An agreed range of techniques, including: <ul style="list-style-type: none"> ○ Red/yellow/green cards ○ In a nutshell ○ Reflection dice ○ Galloping Gallery ○ Success criteria ○ Hot/cold tasks ○ Retrieval strategies 	<p>Assessment methods (Product focus; written, recorded, performed)</p> <ul style="list-style-type: none"> ● Testing ● Marking to Symphony grades (KS1 & KS2) ● Time limited tasks ● Closed tasks ● Formulated tasks
<p>Pedagogy A range of teaching methods should be adopted as pupils learn in a variety of ways.</p> <ul style="list-style-type: none"> ● Shared learning objectives/intentions ● Variety of different questions ● Modelling ● Scaffolding ● Demonstrating ● Explaining ● Differentiation ● Exemplification of standards ● Shared criteria for the next step ● Shared involvement/construction of an activity ● Guided tasks ● Independent working ● Collaborative working and partnerships ● Qualitative recording, e.g. marks ● Pupil self-evaluation 	<p>Pedagogy A range of teaching methods should be adopted as pupils learn in a variety of ways.</p> <ul style="list-style-type: none"> ● Preparation and rehearsals ● Adapting to the expected 'test routine' ● Variety of different test questions ● Revision ● Test techniques ● Timed activities ● Independent working ● Undifferentiated tasks e.g. KS2 tests ● Tiered tasks/tests ● Quantitative recording e.g. marks, grades
<p>Evidenced by</p> <ul style="list-style-type: none"> ● Reflection ● Drafting/editing ● Revisiting ● Exploration ● Interaction and collaboration ● Talking ● Pupils' self-evaluation ● Pupils' improved self-esteem 	<p>Evidenced by</p> <ul style="list-style-type: none"> ● Pupils finished product, (written or verbal) ● Observational assessment (observing a pupil show their knowledge and understanding).

Appendix 2 - Assessment Model

Curriculum Coverage:

Long term planning - Schemes of Work in core and foundation curriculum areas

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

Short term planning - Outlines planned work

- Identifies key skills
- Identifies specific assessment opportunities
- Builds upon prior knowledge, skills and assessment
- Includes opportunities for feedback

Recording of assessment

All standardised and teacher assessments (core subjects) are recorded on the school's assessment system for all year groups. These are monitored by Year Group Leaders and the school leadership team.

Individual records

- Targets for reading, writing and maths are made for each pupil at the beginning of the academic year and are shared with middle leaders and class teachers.

Class/Group records

- Class tracking records include identification of significant progress/areas of development.
- Symphony assessments for reading, writing and maths are updated regularly by class teachers.
- End of unit assessments (as appropriate).

Assessment outcomes

- The school leadership team & Year Group Leaders 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.
- All assessments and outcomes are used to identify performance management and pupil progress targets.
- Provision mapping is completed, reviewed and updated based on the assessments and outcomes of pupils.

Appendix 2 Assessment Timetable

YR	Autumn Term	Spring Term	Summer Term
N	<ul style="list-style-type: none"> Baseline assessment carried out. Continuous on-going assessment via observational assessment. 	<ul style="list-style-type: none"> Continuous on-going assessment via observational assessment. Assessment against Early Learning Goals to gather evidence to determine whether a pupil is 'expected' or 'emerging'. 	<ul style="list-style-type: none"> Continuous on-going assessment via observational assessment Assessment against Early Learning Goals to gather evidence to determine whether a pupil is 'expected' or 'emerging'.
R	<ul style="list-style-type: none"> Baseline assessment carried out and submitted to the Reception Baseline portal. Assessment against Early Learning Goals to gather evidence to determine whether a pupil is 'expected' or 'emerging'. Phonic tracking sheet Independent Writing 	<ul style="list-style-type: none"> Assessment against Early Learning Goals to gather evidence to determine whether a pupil is 'expected' or 'emerging'. Phonic tracking sheet Independent Writing 	<ul style="list-style-type: none"> Assessment against Early Learning Goals to gather evidence to determine whether a pupil is 'expected' or 'emerging' Phonic tracking sheet Independent Writing
1	<ul style="list-style-type: none"> Conversion of grades from EYFS (ELGs/GLD) to Symphony grades Termly reading, writing & maths Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent writing/maths tasks 	<ul style="list-style-type: none"> Termly reading, writing & maths Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent writing/maths tasks 1st half term in school practice phonic screening Check 	<ul style="list-style-type: none"> Termly reading, writing & maths Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent writing/maths tasks Phonic Screening Check administered in June
2	<ul style="list-style-type: none"> Termly reading, writing & maths Symphony assessments Phonic tracking sheets Yr 1/2 Common exception words Independent writing/maths tasks 	<ul style="list-style-type: none"> Termly reading, writing & maths Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent writing/maths tasks Mock KS1 SAT tests (optional) Benchmarking reading assessment (if completed RWi approach) 	<ul style="list-style-type: none"> Termly reading, writing & maths Symphony assessments Phonic tracking sheet Yr 1/2 Common exception words Independent writing/maths tasks KS1 SATs (reading and maths(optional)) Phonic Screening Check administered in June to those pupils who did not meet the expected standard in Y1. Benchmarking reading assessment (if completed RWi approach)
3	<ul style="list-style-type: none"> Termly reading, writing & maths Symphony assessments Phonic tracking sheet Yr 3/4 Common exception words Independent writing/maths tasks Benchmarking reading assessment. 	<ul style="list-style-type: none"> Termly reading, writing & maths Symphony assessments Phonic tracking sheet (RWInc) Yr 3/4 Common exception words Independent writing/maths tasks. 	<ul style="list-style-type: none"> Termly reading, writing & maths Symphony assessments Phonic tracking sheet (RWInc) Yr 3/4 Common exception words Independent writing/maths tasks.

Assessment policy

		<ul style="list-style-type: none"> • Benchmarking reading assessment. 	<ul style="list-style-type: none"> • Benchmarking reading assessment.
4	<ul style="list-style-type: none"> • Termly reading, writing & maths Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent writing/maths tasks • Benchmarking reading assessment. 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent writing/maths tasks • Benchmarking reading assessment. 	<ul style="list-style-type: none"> • Half-termly Writing, Maths & Reading Symphony assessments • Phonic tracking sheet (RWInc) • Yr 3/4 Common exception words • Independent writing/maths tasks • Benchmarking reading assessment.
5	<ul style="list-style-type: none"> • Termly reading, writing & maths Symphony assessments • Phonic tracking sheet • Yr 5/6 Common exception words • Independent writing/maths tasks • Benchmarking reading assessment. 	<ul style="list-style-type: none"> • Termly reading, writing & maths Symphony assessments • Phonic tracking sheet • Yr 5/6 Common exception words • Independent writing/maths tasks • Benchmarking reading assessment. 	<ul style="list-style-type: none"> • Termly reading, writing & maths Symphony assessments • Phonic tracking sheet • Yr 5/6 Common exception words • Independent writing/maths tasks • Benchmarking reading assessment.
6	<ul style="list-style-type: none"> • Termly reading, writing & maths Symphony assessments • SPAG assessments • Yr 5/6 Common exception words • Independent writing/maths tasks • Benchmarking reading assessment. 	<ul style="list-style-type: none"> • Termly reading, writing & maths Symphony assessments • SPAG assessments • Yr 5/6 Common exception words • Independent Writing/Maths tasks • Mock KS2 SAT tests • Benchmarking reading assessment. 	<ul style="list-style-type: none"> • Termly reading, writing & maths Symphony assessments • SPAG assessments • Yr 5/6 Common exception words • Independent Writing/Maths tasks • KS2 SATs • Benchmarking reading assessment.