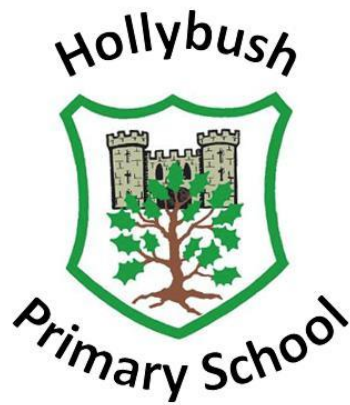


Assessment policy

Hollybush Primary School



Approved by:	Full Governing Body	Date: December 2021
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Last reviewed on:

Next review due by:	January 2023
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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

- to ensure that all children have equal access to a challenging curriculum which teaches them to know more, remember more and use their learning in meaningful contexts
- to ensure full coverage of the National Curriculum and our own additional mapped objectives
- to benchmark our performance against that of other schools and set relevant School Development priorities
- to identify professional development needs for staff, set appropriate performance management targets and share good practice effectively
- to give feedback to children, parents and governors about strengths, areas for development and next steps
- Teachers will not be expected to complete any in-school assessment, recording of assessment or reporting of assessment which is not planned into our annual dates and deadlines and which does not

have a direct impact on teaching and learning and the progress that children make as exemplified below. In other words, we will not do assessment for assessment's sake.

4. Assessment approaches

We use three types of assessment at Hollybush:

4.1 Formative Assessment is used to establish where an individual child is in their learning at a given moment in time. Classroom staff use it to:

- Know when – or if – to intervene in a lesson to provide more challenge or support
- Adapt future planning to provide overlearning, scaffolding, support or challenge for individuals, groups or the whole class
- Check coverage of the National Curriculum and our own additional mapped curriculum objectives
- Identify their own subject and pedagogical professional development needs
- Identify gaps in understanding caused by long periods out of school during the Covid-19 pandemic and plan appropriate catch-up provision
- Populate termly pupil progress quadrants to be analysed at pupil progress meetings
- Provide children with feedback on their learning, including their areas for development and next steps
- Provide parents with information about particular areas in which their child may benefit from practice at home and to inform the setting of homework, where this is considered appropriate

4.2 In-School Summative Assessment (Internal tracking data)¹ is used to summarise a child's position in relation to nationally expected attainment at the end of a set period of time, usually a term. It is used to:

- Benchmark our performance against similar schools
- Compare the performance of different groups of children
- Identify professional development needs for staff as a whole teaching team and inform the School Development Plan
- Identify children, or groups of children, whose progress is not sufficient to ensure that they will be ready for the next stage of their education so that effective intervention can be planned.
- Report to parents about their child's attainment²

4.3 Nationally Standardised Statutory Assessment is used to hold the school to account by the DfE, Ofsted and other external bodies. It is published externally and must be completed for specific children at set times in the year.

Academic Year 2021-22		
What?	Who?	When?
Reception Baseline	Reception	Within the first 6 weeks
Key Stage 1 Tests	Year 2	During May
Key Stage 2 Tests	Year 6	9 th -12 th May

¹ Due to the Covid-19 pandemic and lack of norm referenced national performance data, the value of summative data to benchmark performance is limited at this time. We will still collect and analyse this data but will be mindful of its limitations and will not rely on it too heavily in determining School Development priorities.

² We have not reported attainment or progress to parents during the pandemic.

Phonics Screening Check	Year 1	W/c 6 th June 2022
Multiplication Tables Check	Year 4	3 week period from 6 th June 2022

Academic Year 2022-23		
What?	Who?	When?
Reception Baseline	Reception	Within the first 6 weeks
Key Stage 1 Tests	Year 2	During May
Key Stage 2 Tests	Year 6	8 th -11 th May
Phonics Screening Check	Year 1	W/c 12 th June 2022
Multiplication Tables Check	Year 4	Tbc by DfE

In addition to the uses of In-School Summative Assessment, Nationally standardised Summative Assessment is used to allow children, staff, parents, Governors and other stakeholders to compare the performance of Hollybush with other schools, locally and nationally.

5. Collecting and using data

Formative Assessment:

- Teachers and other classroom staff use formative assessment constantly, through:
 - Questioning
 - Checking children's work
 - Observing children's practical learning (for example in PE and music)
 - Observing children's interactions and discussions
 - Early Morning work which revisits an aspect of prior learning
 - Short written assessments, tasks or tests which focus on one aspect of prior learning

Most formative assessment happens in the moment; staff respond to it immediately, for example by clarifying a teaching point, or asking a supplementary question and there is no benefit to recording it except in note form as an aide memoire.

Staff are expected to record formative assessment when it shows that a child has, or has not achieved, an entire objective. This will usually be a culmination of a number of assessments or observations which allow the staff member to make a secure judgement against that objective. In this instance, formative assessments will be recorded on Target Tracker and used to inform summative (usually end of term) assessments. The objective, for that child, or group of children, will be coded as 'begun', 'achieved' or 'mastered' depending on the range of assessments that have been made.

There is no required frequency for updating Target Tracker during a unit of work because teachers cannot plan for a particular 'lightbulb' moment at which point they know, for certain, that a child can do more or has remembered more.

Target Tracker must be updated at the end of a unit of work when the objectives will not be revisited for some time. This is so that the next teacher to teach that child does not waste time covering objectives that

have already been mastered. This is particularly important for focus subjects within our Discover, Explore and Create terms as these subjects may not be revisited until the following academic year.

Summative Assessment:

- Summative Assessment will be centred on teachers' reviews of all the formative assessments that have been made during the preceding term (in the case of termly assessments).
- SLT may ask teachers to complete NFER (National Foundation for Educational Research) SATs type tests for English and maths with their classes but the results of these will be used to inform teacher assessment and not to override it
- Summative Assessment is a judgement about which objectives, for the entire school year, have been achieved at that time. We record this as:
 - Beginning (expected at end of Autumn 1)
 - Beginning + (expected at end of Autumn 2)
 - Working at (expected at end of Spring 1)
 - Working at + (expected at end of Spring 2)
 - Secure (expected at end of Summer 1)
 - Secure + (expected at end of Summer 2)
- By the end of the Summer term, a judgement of Working At or above, equates to Age Related Expectations, a judgement of Secure + equates to Greater Depth.
- Mid point assessments (Autumn and Spring) give us an indication of where a child is likely to be by the end of the year but the child will not have been exposed to all of the objectives for their year group by then so any judgement of Below ARE, at ARE or GD will be indicative only.
- Summative Assessments will be completed in line with the School's Dates and Deadlines and will be recorded on Target Tracker.

6. Reporting to parents (including those with parental responsibility through guardianship order etc.)

We have three set reporting points in the year:

September: Meet the Teacher

This is an opportunity for teachers and parents to meet to discuss the child's strengths, areas for development and particular interests. Where possible, we encourage parents to say most in this discussion as the ones who know the children best. Teachers will talk to parents about their initial formative assessments and any additional challenge or support that they plan to provide. They will also talk to parents about any areas, inside or outside school, where their child excels and, particularly for children in receipt of the Pupil Premium Grant, where school can help to develop this talent.

February: Parents consultation meetings

Teachers will tell parents about their child's strengths and areas for development across the curriculum including how they can help at home. They will tell parents whether they think their child is on-track to achieve ARE/GD in maths and English by the end of the school year.

July: Written report

In reading, writing and maths, teachers report whether children have been assessed as Below ARE, at ARE or at GD in reading, writing and maths. They give a progress score of below expected, at expected or above expected and a next step target.³

For foundation subjects and science, teachers give an overview of the child's performance, including any particular strengths, areas for development and next step targets.

Parents are offered the opportunity to discuss the report with the teacher.

In addition, all reports contain:

- The pupil's attendance record:
 - 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
- The results of any standardised assessments taken and the result achieved.

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.

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

Teachers are involved in:

- Inset sessions
- Moderation in school, and externally with neighbouring schools
- Coaching and work in phase teams
- Work with external advisers, for example School Improvement Partner

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

³ Attainment and progress measures have not been reported during the pandemic due to children having long periods away from school and inequities in the levels of support that children have received at home.

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher 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 Teachers

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

10. Monitoring

This policy will be reviewed every two years by SLT. At every review, the policy will be shared with the governing board.

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

SLT will monitor the effectiveness of assessment practices across the school, through:

- moderation,
- lesson observations,
- book scrutinies
- pupil progress meetings.
- Target Tracker formative assessment checks
- comparisons between internal summative assessment and nationally standardised summative assessment
- talking to children and their parents

Subject Leaders will monitor the implementation and effectiveness of assessment in their subjects.

11. Links with other policies

This assessment policy is linked to:

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