



*For every child to reach their potential and live life in all its fullness. (John 10:10)*

**Name of Policy:** Assessment Policy

**Date Written:** September 2019

**Policy Renewed:**

September 2020	**Information added with regard to Covid-19
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**Next Renew Date:** September 2021

## 1. Rationale

At Hindsford CE Primary School, we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on. It directly informs our curriculum and teaching.

## 2. Aims and Objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual children and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

## 3. How Do We Assess?

### DfE – Statutory Assessments:

- Reception – Baseline, EYFS Profile
- Year 1 (and 2) - Phonics Screening
- Year 2 & 6 - End of Key Stage Assessments
- Year 4 Multiplication Tables Check

\*\*As a result of Covid-19, all of the above assessments were suspended for the academic year 2019 -2020. The Phonics Screening was instead taken in Autumn 2020. All other data however was teacher assessed at the beginning of lockdown and then baseline assessed at the end of lockdown – See Catch Up Curriculum Policy for more details.

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### Other Assessments:

- Ongoing Teacher Assessment in all subjects, linked to National Curriculum Objectives
- Y1 - Y6: Termly Progress Tests (English & Maths)
- Reading, Timestables & Spelling Tests
- Big Maths, Beat That Tests

## 4. Assessment Without Levels:

- With the removal of levels from the National Curriculum, the school now grades pupils according to their Year Group Standards and whether they are; **Below**, **Working Towards**, **Expected** or **Exceeding** in these.
- Children in Year 6 will also be given a Standardised Score (100 average) at the end of the year.

## Assessment Guidance to be Used when Discussing Attainment and Progress

### Useful Guidance for Assessing:

<p><b>Below</b> A pupil will:</p> <ul style="list-style-type: none"> <li>-Be taught this skill.</li> <li>-Be given opportunities to develop.</li> <li>-Be supported by an adult.</li> <li>-Be at the early stages of acquisition.</li> <li>-Occasionally be able to apply independently.</li> </ul>	<p><b>Working Towards</b> A pupil will:</p> <ul style="list-style-type: none"> <li>-Visit previous knowledge or skills.</li> <li>-Be given opportunities to practise skills.</li> <li>-Show increasing understanding</li> <li>-Sometimes be able to apply learning/skills independently.</li> </ul>	<p><b>Expected</b> A pupil will:</p> <ul style="list-style-type: none"> <li>-Be able show independently their understanding in the majority of the standards taught.</li> <li>-Show a range of evidence from across the curriculum.</li> <li>-Most of the time are able to apply their learning /skills independently.</li> </ul>	<p><b>Exceeding</b> A pupil will:</p> <ul style="list-style-type: none"> <li>-Show further evidence of deep understanding.</li> <li>-Be able to apply their knowledge across the curriculum without explicit teaching.</li> <li>-Aspire to take risks and apply their knowledge and understanding.</li> </ul>
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### Useful Guidance for when discussing progress and attainment with parents/staff/governors

<p><b>Below</b> A pupil will:</p> <p>So far we have taught X% of the curriculum your your child is beginning to develop an understanding of key expectations. We are supporting them by....</p> <p>They are currently working significantly behind where they need to be to be on track by the end of the year.</p>	<p><b>Working Towards</b> A pupil will:</p> <p>So far we have taught X% of the curriculum and your child is developing an understanding of most of what we have taught. We are supporting them by....</p> <p>They are currently slightly behind where they need to be to be on track by the end of the year.</p>	<p><b>Expected</b> A pupil will:</p> <p>So far we have taught X% of the curriculum and given what we have taught, your child is currently on track.</p> <p>They will be at an expected level if they continue developing at the same rate.</p>	<p><b>Exceeding</b> A pupil will:</p> <p>So far we have taught X% of the curriculum, covering X and given what we have taught, your child is currently showing evidence of having a deeper understanding in some/all of what we are learning.</p> <p>They will be at an exceeding level if they continue developing at the same rate.</p>
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## 5. Types of Assessment:

At Hindsford CE Primary School, we use a combination of formative and summative assessment as outlined below:

### **Formative Assessment (Assessment for Learning – AfL)**

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. It is also a powerful way of raising pupils' achievement by it being based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge.
- identify next steps for learning.
- inform future planning.
- enable appropriate strategies to be employed.
- facilitate the setting of appropriate targets for the class, group, and individual.
- track the child's rate of progress.
- facilitate an evaluation of the effectiveness of teaching and learning.
- inform future teaching and learning strategies.
- identify individuals and groups for specific intervention support.

### **Summative Assessment – (Assessment of Learning – AoL)**

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative Assessments are used to:

- identify attainment through one-off standardised tests at any given point in time.
- record performance in a specific area on a specific date.
- provide age standardised information.
- provide end of key stage test data against which the school will be judged.
- ensure statutory assessments at the end of EYFS, Y1, KS1 and KS2 are met.
- provide information about cohort areas of strength and weakness to build from in the future.

## 6. Planning for Assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide the framework, which ensures the breadth and balance in our curriculum.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. The school strives to ensure that all tasks set are appropriate to each child's level of ability. Planning also ensures that lessons are planned in detail, taking into account the needs of all pupils.
- Non-core subjects have their own assessment based on the subjects Programme of Study. Curriculum Leaders are responsible for analysing the assessment information.
- *See also the Teaching and Learning Policy and Subject Policies.*

## 6. Recording

- All class teachers have an assessment folder which has individual assessment sheets for Reading, Writing, Maths & Science. For all other subjects, there is a whole class assessment sheet. This enables staff to quickly identify the specific Curriculum Standard that requires further development both for individuals and across the class.
- Test scores are also kept within these folders, although teachers use their own template to record these.

## 7. Attainment and Progress

Both attainment and progress is monitored to, ensure that all children are on track to achieve Age Related Expectations (ARE), to identify any children who may be falling behind and to ensure that gaps are closing as children 'catch up quickly'.

In order to assess where children are working at (**Below**, **Working Towards**, **Expected** and **Exceeding**), teachers take into consideration the amount of knowledge, skills and understanding the child has confidently demonstrated from the Programme of Study. All teacher judgements therefore is only made against what has been taught. *See Assessment Guidance to be used when discussing attainment and progress above.*

For a pupil to be judged working at Exceeding, they must:

- 1) Be able to complete the objective **independently** – even after a period of non-teaching time.
- 2) Make **connections** and be able to **apply** their learning in different areas of the curriculum without reminders and within more difficult situations.
- 3) Be **fluent**, **consistent** and **quick** in their recall of the objective.
- 4) Be able to **synthesise** their own learning.

When assessing progress, the following point system has been applied:

- Working Towards to Working Towards, Expected to Expected & Exceeding to Exceeding = Making Expected Progress (3 Points) Pupils who are working Below will be assessed using an assessment system suited their needs such a B-Squared or Early Learning Goals. A discussion during pupil progress meetings will then take place to discuss the progress made.

-Below to Working Towards, Working Towards to Expected, Expected to Exceeding = More than Expected Progress (4 Points or more depending on the number of levels moved)

-1 Point will be given for any pupil not making progress in-line with the above recommendations.

For children that do not make expected progress teachers will produce Case Studies to give further details on what support and intervention the child has had and any possible barriers to learning the child may have.

## 6. Moderation

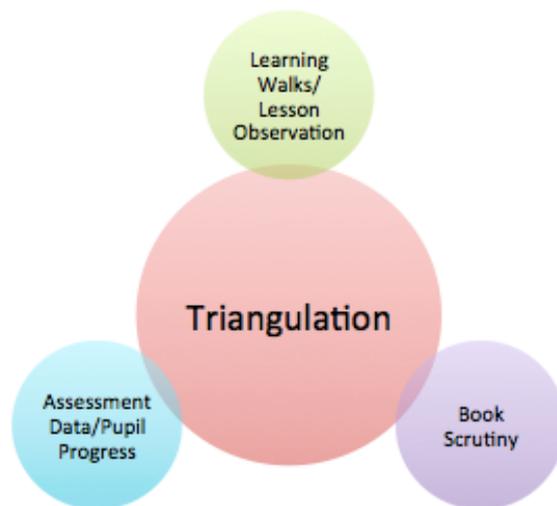
Regular moderation of work will take place each term as set out in the Monitoring Policy to ensure consistency of assessment. Teachers will meet in phase groups, cross phase groups and cross schools to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP).

During the Summer Term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage Assessments and Local Authority moderation.

**\*\*Due to Covid-19, there was no moderation from the period of March 2020 – October 2020. This was resumed in a bubble / virtual context at the beginning of Autumn 2 2020 \*\***

## 7. How do we use the Assessment?

Through regular Pupil Progress Meetings, Book Scrutiny, Learning Walks and Lesson Observations, teachers are able to discuss the progress that children are making. These aspects form the triangulation that is used to monitor progress and attainment of all pupils and set targets and analyse schools' progress.



Phase leaders receive copies of Pupil Progress notes so that they can support the development of teaching and learning in their phases.

Subject leaders analyse their assessment to inform the development of their subject and to inform action planning. A termly Assessment Report is produced and shared with Governors and other stakeholders so that they are aware of the schools performance.

#### **8. Links to Other Policies and Documents**

Please refer to:

- Teaching and Learning Policy
- Presentation & Marking Policy
- Subject Policies
- SEND Policy
- Pupil Premium Policy
- Monitoring Policy
- Catch Up Curriculum Policy

#### **9. Review:**

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit.

The policy will be revised in line with the new action plan targets set.

In order to carry out this evaluation, the Assessment Leader will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy.

## Appendices

### Appendix 1: Statutory Testing

#### Reception

Teachers will use a combination of the Early Years Outcomes and the new baseline assessment to measure progress and attainment.

**Baseline:**

The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

**EYFS Profile:**

- The EYFS profile assessment is carried out in the final term of Reception.
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.
- EYFS profile data is used to inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

#### Year 1 – Phonics Screening

The Phonics Screening Check demonstrates how well children can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.

- The checks consist of 40 words and non-words that your child will be asked to read one on one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Children who do not meet the required standard in Year 1 will be re-checked in Year 2.

#### Key Stage 1 (Y2)- English

**Reading**

- The reading test is comprised of two components; one integrated reading and answer booklet and one separate reading booklet with an associated reading answer booklet. Children will have access to all components but teachers can stop the child at any stage of the test that they feel is appropriate for that particular child. The total testing time is approximately 60 minutes.

**Grammar, Punctuation and Spelling**

- Children will sit three papers,
- Paper 1 Grammar and punctuation, short written task, 20 minutes, 15 marks. Children will be provided with a prompt and stimulus.
- Paper 2, Grammar, Punctuation and Vocabulary questions, 2 10 minutes tasks, 25 marks. Will consist of:
  - Selected response, short answer
  - Constructed response, answer of their own
- Paper 3 – Spelling, 20 questions, 10 marks.
- Handwriting will also be assessed

#### Key Stage 1 (Y2) – Maths

Children will take two Maths papers:

- Paper 1, arithmetic, 15 marks, 15 minutes, context free calculations.
- Paper 2, fluency, solving problems and reasoning, 35 marks, 35 minutes. A range of contexts, 5 questions at the start will be aural, and in the approximate order of difficulty. The paper will include the following types of questions:
  - Selected response,
  - multiple choice,
  - matching,
  - true–false

#### Key Stage 2 (Y6) – English

**Reading**

- The reading test will be a single paper with questions based on 3 or 4 unrelated texts of between 1800 and 2300 words, there will be an emphasis on comprehension. One hour, including reading time, to complete the test, 50 marks available.

**Grammar, punctuation and spelling test**

- The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes. (70 marks in total)
- Writing
- No formal test, ongoing teacher assessment

## Key Stage 2 (Y6) – Maths

There will be three papers in Maths:

- Paper 1: arithmetic, (number, calculations and fractions, decimals and percentages) 30 minutes (30 marks)
- Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper (80 marks in total)
- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Each question will have a grid to encourage working out, questions will be context free.
- Papers 2 and 3 will assess children’s ability to apply mathematics to problems and to reason, they will involve a number of question types, contextualised and context free, including:
  - Multiple choice
  - True or false
  - Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
  - Less constrained

### Writing

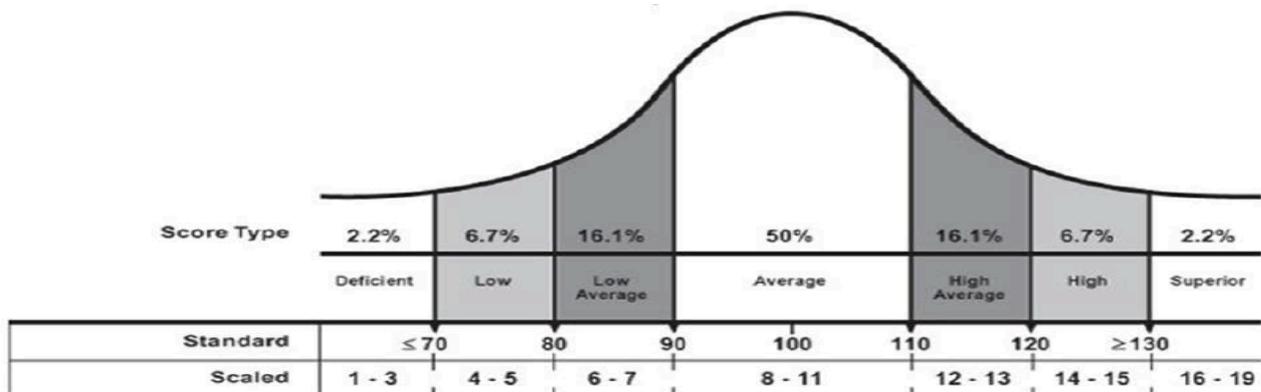
- Writing is teacher assessed at the end of both KS1 & KS2.

### Standardised Score

**Children also do tests that will give us a standardised score.**

Standardisation is a way of giving equal value to the results of each test, regardless of the number of questions and the time allotted for completing them. The test scores have to be adjusted to take account of the child’s age at the time they take the assessment, for example one child taking the test might be born on the first day of the school year (September 1st) while another might be born on the last day (August 31st). With what amounts to a whole year’s difference in their ages, the older child is clearly at an advantage: as just one example they will have a whole additional year’s vocabulary, which the younger child will not.

For standardised age score (SAS) 90 -110 means your child is working within the average range (100 being average), or has securely met the end of year outcomes for that curriculum subject. Standardised scores will mean we will be able to compare your child’s assessments year on year.



**Appendix 2: Assessment materials, tools and tests:**

<b>Reading</b>	<ul style="list-style-type: none"><li>• Focused marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Guided Reading Records</li><li>• Running Records (PM Benchmark)</li><li>• Optional tests (Years 3-5)</li><li>• Teacher planned comprehension tests/activities</li><li>• Phonic phase assessments (including flashcards)</li><li>• Salford Reading Test</li><li>• Book Bands</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Focused marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples (independent where possible)</li><li>• Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/alternative graphemes)</li><li>• Results of class tests (e.g. weekly spelling tests)</li><li>• Cross curricular writing</li><li>• Vernon Spelling Tests</li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Focused marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Results of class tests (e.g. tables tests)</li><li>• Optional tests (Years 3-5)</li><li>• Mental Maths Tests</li></ul>

## ASSESSMENT CYCLE 2017 - 2018

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
BASELINE	New children to be base lined on arrival. Any children joining Hindsford after this date, to be baselined on entry.										
TEACHER ASSESSMENT		Teacher Assessment in Reading, Writing & Maths		Formal Tests in Reading, Writing & Maths		Teacher Assessment in Reading, Writing & Maths		Formal Tests in Reading, Writing & Maths		End of Year Assessment in Reading, writing & Maths	
PUPIL PROGRESS MEETINGS		Pupil Progress Meeting		Pupil Progress Meeting		Pupil Progress Meeting		Pupil Progress Meeting			Pupil Progress Meeting – Class teacher moderation.
INTERVENTION S/REVIEW	Interventions Planned and Timetabled			Review and Plan New Interventions					Review and Plan New Interventions		Review and Plan New Interventions W/C 01.09.17
STATUTORY TESTING									KS2 SATS	KS1 SATs Phonics Screening EYFS Data	
OTHER SUBJECTS				Assessment of Other Subjects				Assessment of Other Subjects			Assessment of Other Subjects.