



Hugh Gaitskell Primary School

Assessment Policy

September 2015

“Assessment is an integral part of teaching and lies at the heart of promoting pupils’ education. It should provide information which is clear, reliable and free from bias.”

Final report of the Commission on Assessment Without Levels 2015

1. Rationale

At Hugh Gaitskell 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.

Formative assessment, along with the promotion of a growth mindset, creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work for the children’s continuing progress.

Summative assessment is important for accurate information regarding a child’s attainment and progress. It informs whole school target setting and prediction of a cohort’s future attainment.

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 the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child’s learning
- 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. Types of assessment and their use:

At Hugh Gaitskell Primary, we use three broad forms of assessment. These are:

1. Day-to-day in-school formative assessment

Formative assessment is a range of procedures conducted by teachers at HGPS during the learning process in order to modify teaching and learning activities to improve student attainment.

Examples include:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

Use of day-to-day in-school formative assessment

By pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. Teacher's support the use of formative assessment by pupils by providing them with target cards for English and Maths which help them to focus on achieving their targets.

By parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education. Teachers support parent's use of formative assessment by providing an Assessment Summary at each parent's evening, each half term and at the request of parents and carers. The Assessment Summary outlines the objectives a pupil has met and targets for improvement. Teachers and parents may need to discuss which targets to prioritise and strategies to do this.

By teachers:

In-school formative assessment is an integral part of teaching and learning at HGPS. It allows teachers to understand pupil performance on a continuing basis. It enables teachers 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 or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. The school have purchased Classroom Monitor to support teachers' use of formative assessment.

By school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations. Leaders can monitor the use of formative assessment by accessing classroom monitor and comparing formative assessment recorded by teachers with evidence in pupil books as well as pupil interviews.



2. In-school summative assessment.

Summative assessments are used by teachers to evaluate student learning, skill acquisition, and academic achievement at the end of a defined instructional period—typically at the end of a project, unit, half term, or school year.

Examples include:

- End of year exams
- Short diagnostic tests at the beginning of topics
- Short end of topic or unit tests (including independent extended pieces of writing)
- Reviews for pupils with SEN and disabilities

Use of In-school summative assessment

By pupils:

In-school summative assessment provides pupils with information about 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 continue to improve.

By parents:

In-school summative assessments are reported to parents to inform them about the achievement, progress and wider outcomes of their children at the end of half-term (attainment slips) and at the end of a school year (reports).

By teachers:

In-school summative assessments are used by teachers to evaluate both pupil learning at the beginning and end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning. The school have purchased Rising Stars Optional Tests and Progress Tests to support summative assessment.

By school leaders:

In-school summative assessment are used by school leaders to monitor the performance of pupil cohorts and pupil groups, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

3. Nationally standardised summative assessment.

Examples include:

- National Curriculum tests at the end of Key Stage 2 (SATS)
- The Year One phonics screening check.

Use of Nationally standardised summative assessment

By pupils and parents:

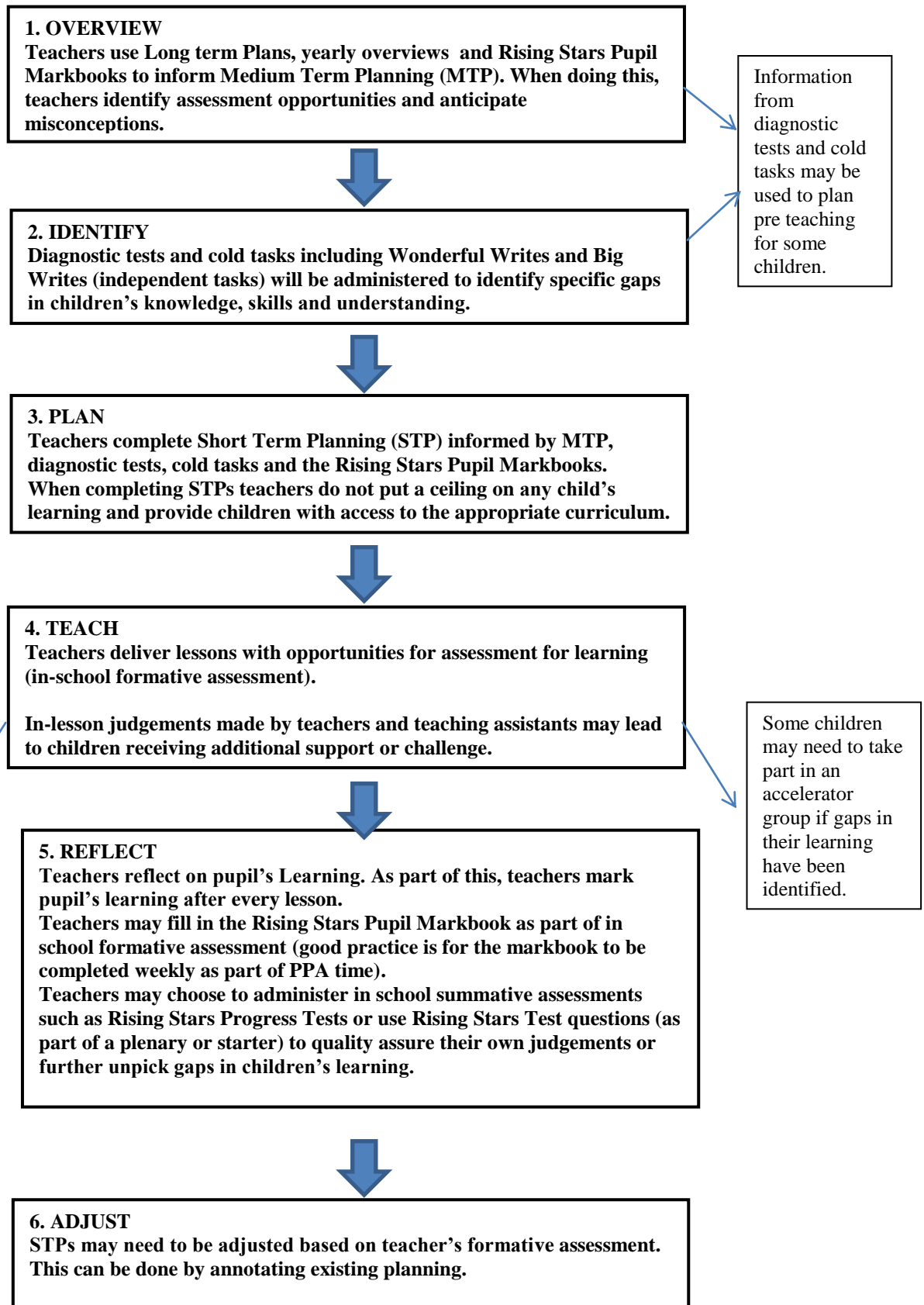
Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

By parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

Assessment Cycle Good Practice Guide

This diagram is designed as a guide and its use will depend on many factors such as the subject and the unit of work being delivered.





By using formative assessment and in-school summative assessments to complete the pupil markbooks a Summative score is calculated. The 'Assessment Weight' is used to calculate the percentage of the markbook that would be achieved by recording assessment. A higher weighting will have a larger effect on the summative score that is generated.

Assessment Character	Assessment Weight	Description
U	0	Unassessed
T	0	Target
A	0.5	Almost
M	0.9	Met
E	1	Exceeding

In order to calculate the summative score which is generated by the mark book's automatic scoring system, Classroom Monitor looks at the % achieved by each pupil.

Threshold Level	Percentage
High Score Threshold	85
Medium High Threshold	65%
Medium Score Threshold	45
Medium Low Threshold	27.5%
Low Score Threshold	10

The Summative score is reported to parents at the end of the academic year (or upon request) as a stage and medal colour. The stage will correspond to a child's year group e.g. Stage One is equivalent to the Year One curriculum. The medal colour is used to show whether a child is working below, at or at greater depth the expected standard.

Bronze-Well below age related expectations.

Silver- Working towards age related expectations

Gold- At age related expectations

Platinum- Working at greater depth within the expected standard



4. Planning and assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The Rising Stars Progress tests are used diagnostically in Maths, reading and grammar, punctuation and spelling frameworks to inform planning. An independent writing task (cold task) is used at the start each writing unit to inform planning.
- Lessons are planned with clear learning challenges, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned based on the needs of all pupils.

Assessment and Recording in the Foundation Stage

This is in the process of being finalised

Assessment and Recording in Key Stage 1 and 2

- Teachers use formative assessment to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning challenges and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use Rising Stars pupil markbooks on Classroom Monitor for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing and maths. Teachers assess each learning challenge on their pupil markbook using the following codes;
 - U=Unassessed
 - T=Target (taught but not met),
 - A=Almost (we have seen some evidence and the child has almost met the learning challenge)
 - M=Met (evidence has been seen on 3 separate occasions, independently, across a range of subjects)
 - E=Exceeding (Mastery level. The child has demonstrated unconscious competence on a number of occasions)
- Annotated plans and planning notes made by class teachers and other adults involved with each child to record other important information about the progress of children in the class. This can be fed into the pupil markbook.



- A variety of tests (including Rising Stars optional tests for years 3 – 5 and Rising Stars progress tests) may be used from time to time as part of the assessment process to identify progress and gaps in learning (see yearly overviews).
- At the end of every half-term, data is collected to update pupil attainment trackers. These are used to help to identify stuck and slow moving pupils and to create recovery plans.
- Termly Pupil Progress Meetings between teachers and Senior Leaders are used to identify and analyse areas of strength in individual pupils' learning. Gaps will be addressed and targets will be set and monitored.

5. Assessment for SEND

The vast majority of pupils are assessed on the age appropriate curriculum. Teacher's look at what children can do and when gaps are identified they may look at the previous year group curriculum to help them to identify the steps needed to help them to catch up.

It may be appropriate for some children with severe Special Educational Needs or Disabilities (SEND) to be assessed using a different system. The school uses B-Squared. The decision to assess children using this method is made by the class teacher in consultation with the Inclusion Manager and Headteacher.

6. Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests (including optional Rising Stars tests for Years 3-5) are used to inform teacher assessments and can be used to help the teacher to fill in their Rising Stars markbook on Classroom Monitor. The results of Summative assessments are not used to assign a score or levels.

Self and Peer Assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. A guide for age appropriate self and peer assessment is attached to this policy.

6. Moderation

Moderation takes place each term to ensure consistency of teacher judgements. Teachers meet in year groups groups or in cross phase groups to analyse children's work, agree areas of strength and targets for pupils. External moderation (within the South Leeds Learning Trust and our Local Authority) is also planned for quality assurance. 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.



7. Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Yearly Assessment Overviews
- Peer and self-assessment guide

8. 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. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally in School Monitoring Files.

9. Staff Responsible for Implementation

Chantelle Hudson - Assessment Leader

Kate McNulty – Head teacher

Jacqueline Padgett- EYFS co-ordinator and Inclusion Manager



Progression in peer and self-assessment skills

Development of self and peer assessment skills will not necessarily fall neatly into a chronology. Some Year 1 pupils are highly reflective and can engage in sophisticated verbal peer and self-assessment, whilst some Year 6 pupils will struggle to identify how work can be improved. However, the following provides a framework that may help teachers to consider where individual pupils are currently operating and therefore how to support them move to the next level of development. Teachers should consider how they build pupil skills, what opportunities they provide to carryout peer and self-assessment, the value placed on feedback, the time given to making improvements and how to ensure it is inclusive, differentiated experience that enables all pupils to engage successful in the process.

Progression	State opinions	Can rank examples	Self-correcting and monitoring	Can use criteria to judge their own and other's work	Can identify improvements	Can provide feedback to others	Can use feedback to make improvements	Can set goals / feed forward
Early Years	Can state an opinion, e.g. I do like... I don't like...	Can start to rank examples of work from strongest to weakest.	Can check their work for missing elements – e.g. inserting an extra letter into a word, adding more detail to a picture, moving a missed object into a category	Can check work against simple criteria (e.g. a tick list identifying if criteria has been achieved or not)	Can identify simple improvements for their own work.	States feedback to others in simple or basic terms.	Can make some corrections to work based on own, peer or teacher feedback.	Can set simple targets for the future (e.g. next lesson, next piece of work, next day, next week)
Key Stage 1	Can state an opinion and give a reason. E.g. I like...because / I don't like...because	Can rank examples of work from strongest to weakest and give simple reasons / explanations as to why.	Can self-check work for mistakes, e.g. reading aloud to spot missing words, using a dictionary to check a spelling.	Can judge the extent to which a criteria has been met (e.g. by using a scale of 1 to 5, using traffic lights)	Can identify improvements a partner could make.	Can express the positives and possible improvements in a way that enables others to act on the feedback.	Uses feedback from peers and teacher to make significant improvements to work.	Can reflect on their progress in particular subjects and identify longer term goals for each half term.
Lower Key Stage 2	Has an opinion about what makes a good piece of work. Can start to identify their own	Can rank examples of work from strongest to weakest and give comprehensive	Can check their work against the success criteria and identify missing elements, adding to or	Can judge the extent to which criteria has been met giving examples to support their	Can identify multiple improvements that could be made to their own	Provides honest, clear and specific feedback that others can act on.	Carefully considers the feedback points and selects from the advice the improvements they feel would be	Can take a 'big picture' stance enabling them to identify strengths and weaknesses in their learning



	success criteria.	reasons.	amending work as appropriate.	reasoning.	and other's work.		most beneficial for their work.	across a range of subjects or 'as a learner'. They can identify SMART goals.
Upper Key Stage 2	Can create sophisticated and comprehensive success criteria to judge work against.	Can rank examples of work from strongest to weakest against a set of criteria, providing evidence of how pieces of work have met the criteria.	Engages in a range of self-checking and correction strategies, utilising success criteria and examples of good work to hone their own pieces.	Can use complex criteria to judge work against, making accurate assessments as to the quality of work. They are able to give examples from the work to support their judgements.	Can identify the most important improvements from a range of possibilities.	Provides honest, clear and specific feedback along with examples and support for aiding their partner to make the improvements. The feedback they provide enables others to make progress.	Asks questions of those providing feedback to clarify. Values feedback from others and uses it to aid their progress in a variety of ways. Makes significant improvements to work through reflection and use of feedback.	Reflects on the learning process as well as the outcome. E.g. Can evaluate the strategy / approach used for a task and see how they could make changes for the next time they tackle a similar piece of work. They use SMART goals to develop themselves as learners and raise attainment in specific subjects.