



Assessment Policy



CURRENT

APPROVED – JANUARY 2016
REVIEW – JANUARY 2019
PERSON RESPONSIBLE – HEADTEACHER

Principles and Aims

Assessment is an integral part of good teaching and learning as it clearly informs the next steps needed for a child to make progress. At Hillside we use a balance of summative and formative assessment to ensure the progress and accurate reporting of pupil attainment. We will try to ensure that our assessment procedures are fit for purpose and provide information that is clear, reliable and free from bias; and does not result in excessive teacher workload. Assessment will take the form of in-class formative assessment, in school summative assessment and nationally standardized summative assessment. Each different form of assessment is necessary in building up a broad and balanced picture of pupil attainment. The teacher's professionalism is recognised as being integral to a successful assessment process.

Assessment is for all pupils including those with SEND. Where children find academic progress challenging, assessments may be broken down into smaller steps in order to demonstrate progress towards a larger assessment focus. Diagnostic assessments are used to contribute to the early and accurate identification of children's special educational needs and help identify any requirements for support and intervention.

Formative Assessment

Formative assessment is used to inform teachers about the knowledge and understanding children have about a topic, concept or skill. It allows teachers to understand pupil performance on a continuing basis and is key to effective classroom practice. The teacher uses this assessment to decide whether pupils are secure enough in their knowledge and understanding to move forward in their learning; or whether they need further consolidation work or a different approach. It can also be used to see whether a pupil can demonstrate application of a skill with increasing independence, confidence and mastery.

Pupils are included in the assessment process and are given clear targets and learning objectives. Pupils should be given feedback on their attainment and progress individually, in groups or as the whole class to help them understand what they are doing well and how they can improve further. For example:

- Providing opportunities for pupils to identify what they have learnt and where they need to target their efforts: eg responding to written feedback, peer and self-assessment
- Ensuring children have a clear understanding of expectations, learning objectives and success criteria
- Providing oral feedback through targeted questions and answers
- Marking in a way that celebrates success and identifies a child's next steps for learning
- Setting targets with pupils
- Referring to success criteria

We have an inclusive approach to assessment that enables all pupils to demonstrate their understanding, for example through practical application that can be observed or from one to one discussion. Formative assessment forms the small step targets for Additional Needs Plans (ANP).

Teachers

Teachers use the information gained to inform their planning for future lessons. Medium term planning is adapted to meet the needs of pupils based upon prior assessment; and short term planning is regularly

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updated, lesson by lesson, to give pupils the opportunity to address their next steps for learning. It enables teachers to provide appropriate support, consolidation or extension, and to allow for children to develop greater mastery: for example, identifying which pupils to target for additional support or which areas of a topic to recap. During a lesson, teachers will adapt to the emerging needs of pupils as a result of ongoing assessment. Teachers will also use the information gained from assessment to enable them to plug gaps in knowledge and understanding; or to support progression by providing opportunities to explore the learning in greater depth where pupils show a secure understanding.

Recording Formative Assessment

Teachers arrive at their formative assessments of pupil progress using a wide variety of sources, for example:

- Question and answer or Kagan strategies during class
- Individual pupil discussions
- Marking of pupils' work and giving constructive feedback
- Observational assessment
- Regular short re-cap quizzes
- Weekly testing for number skills eg x tables or spellings
- CLIC challenges
- Scanning work for progress, attainment and development
- Adapted lesson plans
- Pupil peer and self-assessment
- Pupil Interviews
- Work scrutiny

Formative objective tracking sheets for reading, writing and maths will be used throughout school to help inform next steps for pupil progress, and to share information between professionals: eg when a child moves to the next class. Not all areas of formative assessment need a formal recording process; the real value of formative assessment is to ensure that teachers and senior leaders act on the basis of the outcomes to ensure pupil progress.

Summative Assessment

Summative assessment provides external validation and benchmarking of pupil attainment. We use summative assessment as part of our in-school cycle for all classes, as well as National Summative Assessments which take place at the end of Early Years (EY), Key Stage 1 and Key Stage 2. Summative assessment supports pupil progress and also ensures the school is able to show that pupils at Hillside meet national expectations as well as making sufficient progress over time.

In school summative assessment includes:

- Termly pupil progress meetings held between teachers and the SLT
- Integris target setting and tracking information
- End of year standardized tests
- Short end of unit or topic tests
- Reviews of ANP's, my support plans and EHC plans for pupils with SEN and disabilities

- Half-termly assessments in Literacy and Numeracy for pupils in Key Stages 1 and 2 with progress tracked over time to ensure continued or accelerated progress. Where pupil attainment dips, steps are taken to ensure the child gets back on track and meets his or her potential.

Nationally Standardised Summative Assessment

- EY Baseline at the beginning of Reception
- EY Assessment of a Good Level of Development at the end of Reception
- National curriculum tests at the end of Key Stages 1 and 2
- Phonics screening in Year 1 (Repeated in Y2 for children who do not pass in Y1)
- Nationally standardized assessment tests at the end of Years 1,3,4 and 5 (eg GL, NFER)

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify the judgements made.

At Hillside Primary School we will:

- Use ARE (Age Related Expectations) to benchmark and moderate pupils
- Meet regularly with colleagues to moderate writing, reading and maths assessments
- Moderate work through book scrutinies and pupil interviews, feeding findings back to members of staff
- Participate in moderation schemes in the Local authority and via our local pyramid of schools, as well as other school partnerships
- Follow the assessment and moderation cycle (appendix 1).

School Leadership and Governance

The school leadership team, including governors, regularly reviews assessment procedures and outcomes. This forms the strategic direction of the school and helps decide its priorities in terms of improving outcomes for pupils. Analysis of assessment takes place at all levels and a range of assessment evidence, including in-school tracking, raise on line, Kirklees data packs, Fisher Family Trust data and others, is used to help determine the success of the school in improving outcomes for all pupils. Analysis of different groups of pupils, such as those on free school meals and according to gender, vulnerability and ethnicity, is undertaken in order to assess if further work and support is needed. This assessment data informs whole school self-evaluation and feeds into the school development plan.

Regular reporting to governors regarding the policy, statutory test results and cohort targets takes place through meetings of the full Governing Body and Standards and Effectiveness sub-committee.

Reporting to Parents

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. Parents are informed about their child's achievement, progress and wider outcomes each term. In our school this is done through two parent/teacher consultations and an end of year report; as well as regular daily contact with the class teacher and through appointments made via the school office when necessary. A report of each child's achievements and attainment is sent to parents in the summer term. The end of year reports will be written in order to have a positive effect on pupils' attitudes, motivation and self-esteem, as well as setting targets for further progress. Parents are kept informed about end of year expectations regularly, and this information is also available on the school's website.

This policy should be read in conjunction with the marking and feedback policy, the assessment cycle (appendix 1) and the SEND policy.