

# Hawridge and Cholesbury CE School



## Assessment Policy

**Date: November 2020**

Review Date: September 2023

At Hawridge & Cholesbury CE School we believe the purpose of assessment is to move **all** children's learning forward. We believe effective assessment plays an integral part in achieving high quality teaching. It provides the information required to tailor learning to appropriately challenge and support the needs of children, giving **all** children the opportunity to succeed.

We are a member of PiXL (Partners in Excellence), a network of schools focused on improving outcomes. We follow the PiXL assessment calendar and use PiXL resources to support assessment at Hawridge and Cholesbury CE School.

## **Our aims**

The aims of assessment in our school are:

- To inform children how well they are doing and what they need to do to improve.
- To enable children to under-go self-assessment.
- To inform the short term planning cycle, allowing teachers to plan work that accurately reflects the needs of each child.
- To track progress and attainment of children across classes, key stages and the school.
- To identify individual or groups of children for targeted support work, ensuring maximum progress and attainment potential is reached.
- To provide regular information for parents so they can support their child's learning at home.
- To provide information on the progress and attainment of children in a class for the next teacher.
- To enable the performance of the school to be monitored and evaluated against other schools, highlighting areas in need of improvement.

## **Types of assessment at our school**

### **Day to day in-school formative assessment:**

The most influential assessment for learning is formative and takes place continually as part of high quality classroom practice. Assessment for learning happens whenever a teacher needs to judge children's learning either to adapt lessons, plan future work or to pass information to other stakeholders. It enables teachers to identify when children 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.

Through 'day-today in-school formative assessment' we:

- help children to measure their knowledge and understanding against learning objectives. Teachers marking and verbal feedback then helps to identify where children need to target their efforts to improve (see Marking & Feedback Policy).
- ensure difficulties are identified early, at an individual level, allowing us to make sure every child is appropriately supported so they can make progress and meet expectations.
- aim to effectively communicate to parents 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 our school in supporting children's education. Termly Targets sheets providing this information are written by the teachers and shared with parents at parent's evenings.

Examples of 'Day-to-Day In-School Formative Assessments' are:

- Observations of children
- Questioning of children
- Discussions with children
- "Show me" activities
- Mini plenaries
- Asking children for feedback on their learning
- Marking
- Self-assessment
- Peer assessment

### **In-school summative assessment**

In-school summative assessments are used to monitor and support children's performance. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

At the start of each year, class teachers set end of year targets for every child in their class. These are recorded using PiXL.

Teachers use in-school summative assessments to evaluate both pupil learning at the end of a unit or area of study and the impact of their own teaching. Both these purposes support teachers in planning for subsequent teaching and learning.

In-school summative assessments are also used at whole school level to analyse and monitor the performance of pupil cohorts. Every term, PiXL test scores are tracked using our own system and benchmarked using our 'End of Year Milestones' to show the progress children have made towards achieving age related expectations (ARE) or greater depth (GD) expectations/ their end of year target.

Class teachers attend termly Pupil Progress Meetings (PPM), with members of the SLT, to discuss analysed data. Discussions are focused on ensuring children are supported to achieve expected progress and age related expected attainment, as well as closing any gaps.

Governors are also provided with anonymised information about summative assessments to support them in monitoring pupil progress over time and challenging the SLT accordingly.

Summative assessment is carried out according to an assessment timetable agreed at the beginning of each school year.

Examples of 'in-school-summative assessments' are:

- EYFS – baseline & termly assessments (Our school's system/Tapestry)
- Termly assessment papers (PiXL):
  - Y1: reading and mathematics
  - Y2: reading, mathematics and GPS
  - Y3-5: reading, mathematics and GPS
  - Y6: reading, mathematics and GPS (twice termly)
- KS2 Terrific Times Table Tests (TTT tests)
- Y2-6 Times Table Rock Stars
- Y2 Number bonds & Times Table Tests
- Spelling tests based on the Read Write Inc. programme in KS2
- Read Write Inc Phonics tests
- Biannual reading age tests (NFER)
- Words per minute tests
- Y1 Phonics screening practice
- Termly independent piece of writing
- Short end of topic/ unit tests or tasks
- EYFS & Y1 Speechlink assessments

Annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations are shared with parents towards the end of the academic year.

## **National statutory assessment**

National standardised assessments provide information on how children are performing in comparison to children nationally.

They provide parents with information on how our school is performing in comparison to schools nationally. They also help teachers understand national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessment enables the SLT and governors to benchmark our school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

The government and Ofsted also make use of nationally standardised summative assessment as they provide a starting point for Ofsted's discussions with our school when making judgements about its performance, as part of Ofsted's wider judgements of our school's overall effectiveness.

The 'national statutory assessments' are:

- Foundation Stage Profile
- KS1 & KS2 National Curriculum Tests (SATs)
- Y1 National Phonics Screening Check (PSC)
- Y4 National Multiplication Tables Check (MTC) - from 2022

## **Monitoring and Evaluation**

Assessment begins when a child joins our school. Records from previous schools and other settings are usually received either in hard copy and/or electronically and these are shared with the relevant teachers as necessary.

### **Children**

Our children are the most important members of the teaching and learning team and play an important role in self-assessment. At the end of a lesson or piece of work children are asked to reflect on their learning. By developing in our children skills of checking work and discussing each other's work, they become aware of areas they need to pay greater attention to. At the beginning of a unit of work, as appropriate to their age, children are informed about the skills they will develop or this is discussed with the children so that success criteria can be devised.

## **Teachers**

Teachers are responsible for undertaking all the types of assessment mentioned above with the children in their class. This supports them in making confident, accurate judgements on the progress and attainment of children.

At the start of the year, teachers are asked to set an end of year target for every child in their class. The progress children make against these targets is monitored and discussed in termly PPM with the SLT and headteacher. This feeds into the teacher's performance management targets.

Teachers are responsible for recording termly results of summative assessment tests and uploading these to PiXL online, with the exception of Y6 who do this twice termly. Following this, teachers also update the PiXL end of year predictions for every child where necessary. The EYFS teacher is responsible for recording observations and assessments using our school's own tracking system/ Tapestry.

Teachers write termly target sheets and a detailed annual report in order to communicate to parents the progress and attainment of children in relation to ARE.

Periodically, teachers attend internal and external moderation sessions to ensure consistency across our school and other schools within the county. The teachers who are responsible for statutory assessments at the end of EYFS, Key Stage 1 and Key Stage 2 attend external moderation meetings annually and feedback information to other staff.

## **LSAs, Supply Staff and Students (undertaking teacher training)**

LSAs, supply teachers and students continually assess the children they are working with against the objectives planned by the teacher. These assessments are reported to the teacher orally and are recorded on the appropriate planning sheet, observation sheet or in marking comments.

## **Subject Leaders, SENDCOs and Disadvantaged Children Leader**

Subject leaders, SENDCOs and Disadvantaged Children leader monitor their subject area through observations, work evidence and planning audits. As part of this they monitor the assessment taking place and its effectiveness in informing planning, as well as progress and attainment achieved.

The Raising Standards and Assessment leader analyses data collected for children with SEND and disadvantaged children, sharing this with the SENDCOs and Disadvantaged Children leader.

## **Raising Standards and Assessment Leader (RSAL)**

The Raising Standards and Assessment leader (Caroline Davey) ensures the assessment policy is maintained and followed by relevant staff. They are responsible for writing the yearly assessment timetable and for collecting summative assessment data from the class teachers in order to record and track the progress and attainment of children across the school.

The RSAL analyses data by class and benchmarks these using our 'Milestones' (see Appendix 1) to track how children are performing against their end of year target. They then produce a termly whole school analysis document that is shared with Governors. This enables characteristics of the cohort (numbers of children with SEND, numbers of disadvantaged children, gender) and trends in our results over years to be identified, as well as comparisons to be made with National and County level data.

The RSAL uses the analysed data as a basis for leading termly PPM with the Headteacher.

## **Headteacher, the SLT and Governors**

The Headteacher, the SLT and Governors all have important parts to play in the monitoring and moderation of assessment and how it is used to inform future planning. They use a collection of results provided by County and the analysis of the National data as comparative information, alongside the data analysis provided by the RSAL, to help evaluate our school's performance. Following this analysis, areas for development are identified and incorporated into the School Development Plan. This in turn feeds into the performance management targets for staff.

The Headteacher and the SLT support teachers in target setting and in making assessment manageable and effective. They use learning walks, lesson observations, work moderations and termly PPMs to monitor the effectiveness of assessment across the school and to ensure children are achieving their fullest potential.

Governors examine the data analysis provided by the RSAL and challenge our school's results through relevant committees and when meeting with subject leaders.

## **Review of Policy**

The RSAL is responsible for updating this policy to ensure it matches current practice and is in line with any new developments in our school/ government guidance. All staff are expected to follow the policy and the SLT, following on-going regular reviews of classroom practice, are responsible for ensuring the effectiveness of practice across the school, reporting to Governors.