



Hunnyhill Primary School

Date of Review	19th October 17th January 2018
Next Review Due	September July 2020
Staff Responsibility	Deputy Headteacher: L Steedman
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

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Assessment Policy

Why assess?

Children's progress is closely monitored at Hunnyhill in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide

through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)

Assessment at Hunnyhill

Staff at Hunnyhill have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

Nursery Learning Journeys

Nursery staff will informally monitor development and keep detailed records in the form of an electronic learning journal or paper records. This information is transferred to the reception team when the child starts school.

Foundation stage profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement based on information they gather from learning journals (Tapestry) and small group and individual assessments / observations. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Judgements against each curriculum areas are recorded within Year R on the Sims Programme of Study, on a Foundation stage tracker in Sims. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey in Tapestry of photos and comments. Parents and carers are able to contribute to this document.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. Pupils who do not achieve the pass mark at the end of year 1 will re-sit the test at the end of year 2.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

We aim to provide both verbal and written feedback to children so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to respond and edit using their 'purple polishing pens' and or editing flaps. See separate Marking Policy for more information. Assessments in Years 1 to 6 are recorded on an Assessment tracker within Sims programme of study tracking entry grids. Children are assessed against the following descriptors:

- U – Unable to assess
- E - Emerging At early stage of development (support needed)
- D – Developing - Growing ability and independence
- S - Secure Working independently
- M - Mastery exhibits skill with confidence in a range of aspects of learning.

The focus of each assessment will be curriculum led and from the Learning objectives of National Curriculum criteria.

Most assessment information will be collected through observations, questioning, pupil conferencing, diagnostic assessments, information in books, pupil self-assessment and low-stakes assessment activities such as end of unit assessments, class quizzes, etc.

An overall assessment judgement is given for the elements within Reading, Writing, Grammar and Maths using the U E D S M criteria against the year group they are working within. An overall grade is given for each subject as a whole. Pupils who receive an overall grade of Secure or Mastered at the end of the summer term will have shown an independence of the learning objectives within that subject e.g. task based activity, focused piece of work and assessment activities. Therefore these pupils will have achieved Age Related Expectations (ARE).

Formal Assessments

At the end of every term (autumn, spring, summer) Years 1 to 6 are assessed using the HodderPIRA (comprehension) ~~and~~ PUMA (maths) ~~and Rising Stars GPS~~. The Salford reading assessment is used with GL assessments SWRT to calculate reading ages. All pupils in EYFS and identified pupils across the school are assessed using the GL assessment BPVS to assess pupils receptive and non-verbal skills. Standardised scores are recorded along with age related scores. This information is used to inform assessment judgements and identification of learning needs. The assessments are recorded within mark sheets in Sims. (Appendix a shows the whole school assessment timetable. Appendix b records assessments used)

Assessment information will be used to inform planning and to identify children who may need extra support. Support will be in the form of 'Keep Up and Catch Up' which is organised by the class teacher. The teacher is responsible for recoding this evidence on their planning.

Moderation

Moderation within school and across other Ofsted judged 'Good' schools will continue to quality assure judgements and ensure consistency made across the subjects and year groups.

Progress

Progress over time is measured from pupils starting points using EYFS, year 1 phonics, KS1 results and KS2 results.

Progress within a year is measured using progress made through the curriculum. This is calculated using the Sims programme of study.

Pupils are recorded and measured against their curriculum year. With consultation with the SENCO, SLT and parents some pupils with specific learning needs e.g. cognitive delay, may be recorded against the year group most appropriate to their learning needs.

For targeted pupils, progress will be measured in smaller steps and Personalised Learning Plans are used to record their progress.

Formative assessments are used to support progress judgements, the school however recognises that such assessments are a 'snap shot' of that day in the pupil's life.

Parent meetings

Parent evenings take place in the autumn, spring and summer terms for children in EYFS through to Year 6. Reports are sent to parents twice a year. We encourage children to attend the meetings. Sims programme of study data can be shared with parents to inform them of their child's progress.

Pupil Progress meetings

Pupil progress meetings for all children in Years EYFS and 6 are held formally once a term. Less formal meetings are held half termly to discuss identified pupils or groups of pupils.

During these meetings % of pupils in each cohort and groups of pupils 'on track' to achieve Age Related Expectations (ARE) are discussed and progress measured from previous assessments. Using the programme of Study data, pupils who need intervention are discussed and planned along with individual pupils who have additional learning needs.

These are recorded on the provision maps for each class and individual personalised Learning Plans for SEND ~~and other identified pupils-pupils~~. All interventions are recorded on the Provision map.

Inclusion

Hunnyhill is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We plan to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Personalised Learning plans, where appropriate, which are reviewed on an individual basis.

Governors

School governors and SLT are responsible for ensuring the assessment policy is maintained, followed and reviewed.

SLT are responsible for monitoring the effectiveness of assessment practices. SLT will report to school governors half termly ~~_at the PAC meetings (Progress and Attainment Committee)_~~.

Data from Sims will be used to support teacher performance using the Programme of study to show % of pupils 'on track' to achieve ARE and at the end of the year achieved ARE.

Teachers

There is an expectation that teachers should keep themselves up to date with any government changes, recommendations and research on assessment. The school will give staff opportunities to attend training when appropriate and the expectation is that this training is then shared during dedicated time during staff meetings.

The assessment lead will attend training and conferences they will pass on information to teachers and provide training where necessary.

Opportunities to work with other schools will be encouraged to ensure school is using 'best practice' to develop and improve on a regular basis.

School Ethos

We recognise that it is important to know how our individual pupils learn, and for pupils to understand how they learn best (metacognition). We respect professional teacher judgement and put a strong emphasis on using what pupils demonstrate on a daily basis through recorded work and observations as a measure of their ability. Formal assessments are used to inform judgements but should not be solely used to make pupils judgements on attainment and progress.

Talking with pupils is the most powerful tool to engage with pupils and their learning. This provides an insight to previous learning, misconceptions and next steps. We aim for pupils to lead in their learning, ask questions and challenge themselves. Pupils should be secure with the school marking policy and be able to recognise what they have achieved and their next steps in their work.

Our assessment policy promotes our school values:

COLLABORATION/TEAMWORK*CHALLENGE*RESILIENCE/DETERMINATION*INDEPENDENCE*RESPECT*CREATIVITY*

(Appendix a) Assessment Calendar

	Start of Year (Sept)	Mid Autumn Term	End of Autumn Term	Mid Spring Term	End of Spring Term	May	June	Mid Summer Term	End of Summer term
EYFS	EYFS Baseline BPVS	Ongoing observations and assessments	Ongoing observations and assessments BPVS	Ongoing observations and assessments	Ongoing observations and assessments	Ongoing observations and assessments	Ongoing observations and assessments EYFS data sent to LA.	Ongoing observations and assessments	Final judgements made against EYFS Curriculum. BPVS
KS1	Ongoing assessments recorded in Sims tracker against Learning Objectives	Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>Y2 PUMA</u> <u>Y2 PIRA</u> <u>Y1 & Y2 Reading Age</u> Ongoing assessments recorded in Sims tracker against Learning Objectives	Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>Y1 & Y2 PUMA</u> <u>Y1 & Y2 PIRA</u> <u>Y1 & Y2 Reading Age</u> Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>KS1 SATS</u> Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>Y1 Phonics</u> <u>Y2 Phonics re-sit</u> Ongoing assessments recorded in Sims tracker against Learning Objectives	Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>Y1 PUMA</u> <u>Y1 PIRAPU</u> <u>MA</u> <u>PIRA</u> <u>Reading age</u> Final judgements made against ARE
KS2	Ongoing assessments recorded in Sims tracker against Learning Objectives	Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>Y3 to Y5 PUMA</u> <u>PIRA</u> <u>Reading Age</u> <u>GPS</u> Ongoing assessments recorded in Sims tracker against Learning Objectives	Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>Y3 to Y5 PUMA</u> <u>PIRA</u> <u>Reading Age</u> <u>GPS</u> Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>KS2 SATS</u> Ongoing assessments recorded in Sims tracker against Learning Objectives	Ongoing assessments recorded in Sims tracker against Learning Objectives	Ongoing assessments recorded in Sims tracker against Learning Objectives	<u>Y3 to Y5 PUMA</u> <u>PIRA</u> <u>Reading Age</u> <u>GPS</u> Final judgements made against ARE

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Reading age assessments in addition to PUMA reading assessments should only be carried on pupils who teachers needs to use the assessments to support intervention.

(Appendix B) Assessments used at Hunnyhill Primary

Subject	Test Name	Company	Age Range	Score
Maths	Puma	Hodder	5-11	Maths age Standardised score
Reading Comprehension	Pira	Hodder	5-11	Reading age Standardised score
Reading (single word)	SWRT	GL Assessment	6-16	Reading age Standardised score
Reading	Salford	Hodder	5-13	Reading age Standardised score
GPS	Progress Tests	Rising Stars	Y3-Y6	Meeting / exceeding plus ed rom to analyse
Receptive Vocabulary / Non-Verbal	BPVS	GL Assessment	3-16	Standardised Score
EYFS Baseline	EExBA Baseline	Early Excellence	EYFS	'Typical'

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