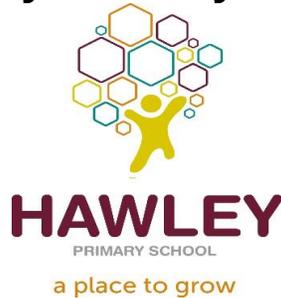


Hawley Primary School



Assessment Policy

Introduction

At Hawley Primary School, our aim is to ensure high quality teaching and learning throughout the school. At the heart of this aim is effective assessment. Assessment informs our practice and provides the essential information needed to enable staff, parents, school leaders and governors to put in place the support and experiences needed to further the all round development of a child .

Assessment enables us to analyse and review achievement against expected standards. It allows us to evaluate a child's learning and thus informs immediate and long term planning both for individuals and groups of children.

Information gathered through assessment is reported to parents in order to enable them to support their child's learning. Reports also give parents information on the attainment and progress of their child in comparison with national standards.

The Key Objectives of Assessment Procedures at Hawley Primary School

- 1. To use formative assessment to inform teaching and to provide for the learning needs of all children.**
- 2. To record pupil's skills, knowledge, abilities and achievements using consistent methods across the school.**
- 3. To systematically monitor and evaluate pupil's progress on an individual and school basis and to use the results to plan for improvement.**
- 4. To give pupils constructive feedback, which makes them aware of what they need to do to improve and progress with their learning take responsibility for their own learning and make progress.**

5. To inform parents of their child's progress and to support them in helping their child to learn.

1. To use formative assessment to inform teaching and to provide for the learning needs of all children through staff:

- making clear to pupils what is expected of them in terms of becoming successful learners
- encouraging children to be reflective about their work and to develop their own assessment skills
- sharing learning objectives with pupils and focusing children's learning on these objectives
- giving children verbal and written feedback and the time to respond to this feedback
- using display to support learning, for example, through a working wall
- targeting questions
- encouraging children to reflect on feedback and to discuss their work with their peers as well as the adults in the classroom
- reminding children of their targets and discussing their progress towards them
- utilising marking and continual assessment to inform future curriculum planning

2. To record a pupil's skills, knowledge, abilities and achievements using consistent methods across the school through staff:

- adhering to the school's feedback and marking policy (Please refer to Appendix 1: Feedback and Marking Policy)
- following the school's guidance for Assessment week (Refer to Appendix 2: Guidance for Assessment week)
- following the latest National Guidance sent out by the Standards and Testing Agency
- attending moderation activities to ensure a consistent approach to assessment
- attending Cluster and Local Authority assessment meetings and feeding back at school where necessary
- using commercially produced materials such as PUMA to provide an independent check on children's progress
- reviewing progress over time

3. To systematically monitor and evaluate pupil's progress on an individual and school basis and to use the results to plan for improvement through the Senior Leadership team, subject leaders and the assessment leader:

- ensuring that assessment is consistent throughout the school through learning walks, book looks and discussion with teachers and pupils
- attending local authority training and disseminating information and advice on assessment
- using the information gathered during assessment week to inform class screening meetings. At these meetings, children's progress will be discussed and interventions put in place if necessary
- using the school's tracking system to analyse performance data and to compare the progress of targeted groups of children, for example, children who receive the Pupil Premium grant, with the progress of others in the class and with the progress of those particular groups in Camden or Nationally
- reporting to governors about assessment procedures
- reporting to governors about the attainment and progress of children within the school
- sharing assessment information with external agencies such as the Local Authority, the School Improvement Partner and OFSTED.
- regularly reviewing assessment procedures
- ensuring that assessment procedures meet the needs of our pupils regardless of ethnicity, gender or ability

4. To inform parents of their child's progress and to support them in helping their child through staff:

- meeting with parents formally at parent's meeting which are held in the Autumn and Spring term after screening week to discuss their child's progress and attainment and to share each child's targets with their parents
- meeting with parents informally to highlight any issues that are affecting their child's learning and to provide further information on how to support their child
- providing parents with a written report in the Summer term
- providing parents with statutory reports when required to do so

Assessment and Planning

Assessment and planning are very much intertwined. Well-planned and organised activities with clear objectives facilitate the assessment of each child's attainment and progress. This then feeds into the cycle of planning appropriate next steps and then to further assessment. Assessment enables staff to differentiate learning for a particular child or group of children. Support staff can be directed to support specific children at particular times. At Hawley, we aim to provide pupils with open ended, challenging tasks which give teachers

opportunities to assess, not only a child's knowledge, but also their learning behaviours and skills.

In KS1 and KS2, in the teaching of maths in particular, our learning groups are very flexible. Assessments carried out within one lesson will be used to group pupils for the next, ensuring that planning next steps for individuals is very finely tuned.

Assessment Folders and Portfolios

In the Foundation Stage, teachers keep portfolios with a range of annotated work covering all the areas of the Foundation Stage Curriculum. These are presented to parents at the end of the Reception Year. They also keep assessment folders giving summative data on each pupil and data on targeted groups.

In KS1 and KS2, teachers keep assessment folders containing highlighted Camden assessment grids and annotated samples of work for each child. The assessment folders also contain a class profile giving information on the makeup of the class, assessment data, and the minutes from screening meetings.

Assessment week, Screening Meetings and Parent Meetings

Before each half term break, we hold an assessment week to focus on gathering individual assessments of pupils in a range of areas. We use observations, samples of work, assessment grids and the tracking system to monitor the progress made. Samples of work are taken and assessed. Teachers compare their assessments with exemplification materials and meet in school and with other teachers in the borough to moderate assessments.

Two weeks after half term we hold screening meetings. Each class teacher meets with the Head teacher and SENDCO to discuss the progress and attainment of individual children. At this meeting, there is also a focus on the attainment of vulnerable groups of children. Interventions will be put in place to support those who need them. The focus is not solely on academic progress - the development of the whole child is considered. Teachers devise targets for individual pupils which are explained to the children and discussed individually with the parents.

Assessment of Pupils with Special Educational Needs

Some pupils have needs that are additional to, or different from, other children in the class and careful assessment and planning is needed to ensure that their needs are being met.

Children on the SEND profile might be supported by numerous agencies. These children have a Pupil Plan which includes an individual provision map and targets. It is the class teacher's responsibility to update these targets in consultation with the SENDCO.

Sometimes these pupils are not working within National Curriculum standards for a particular year group but we continue to assess their academic progress very carefully, using performance indicators from a lower year group for a particular subject if necessary, to ensure that their needs are being met and that good progress is being made.

Some children will not be working within the National Curriculum. The Rochford review has recommended that the old assessment tool of "P levels" should be replaced by a new assessment tool, but this has not yet been developed. The school will follow the most up to date government recommendations on the assessment of children with SEND.

Frequently, Learning Support Assistants work closely with children with SEND. However, it is always the class teacher's responsibility to plan for all the pupils in the class. We ensure that class teachers and learning support assistants have time to communicate closely about the progress and attainment of individuals in the class by ensuring that all support staff start work at 8.30 every day. Parents of children with SEND are also given opportunities to discuss their child's needs with the SENDCO and/or any other professionals involved in supporting their child, in addition to meetings with the Class Teacher.

Role of the Assessment Lead

The Assessment Lead must ensure that assessment throughout the school is carried out in accordance with the agreed assessment policy. S/he is responsible for updating and reviewing the policy as appropriate and for the training needs of all staff involved in assessing the children to be met.

Types of Assessment

Formative Assessment – Formative assessment is the day to day assessment that a teacher carries out to check on a child's progress and understanding. This information is vital to teachers in planning the next steps of learning for a pupil or group of pupils.

Summative Assessment – Summative assessment takes place at the end of a period of time and enables teachers to gather information on what pupils have learned over that time. At this stage, there are comparisons between pupils or groups of pupils which enable staff to show progress or identify areas for intervention.

Statutory Assessments – The school complies with National Assessment and Reporting Arrangements. These statutory assessments include –
Early Years Foundation Stage Assessment at the end of the Reception year. This assessment identifies those children who are achieving a good level of development and those who will need extra support as they move into Year One. The **Phonics Screening** at the end of Year One – This assess a child’s phonic skills.

End of Key Stage 1 Assessment – This is a combination of teacher assessments and written tests and identifies whether children are achieving national expectations and making progress in reading, writing, maths and science.

End of Key Stage 2 Assessment – Children take statutory tests in reading, writing and maths.

The New National Standards

In 2014, the Government introduced new National standards, meaning that all primary schools have had to develop new ways of judging and reporting progress. Instead of using levels to measure progress from one year to another, a pupil is expected to reach an expected standard at the end of one school year. These performance descriptors are such that at the end of a school year, some children will be “working towards”, or even “below”, expected standards. More able pupils will be “working at greater depth within a standard”. The new assessment procedures are still in their infancy and it will take a number of years before teachers will be able to confidently predict which children are on track to reach expected standards at the end of a Key Stage. The government has provided some performance indicators to support teacher judgement, but it is clear that there also has to be a clear focus on moderation to ensure consistency. There is now far more emphasis on the teacher’s assessment of exactly what each child has learnt and on where there are gaps in an individual’s learning which need to be addressed.

To be read in conjunction with the Policy for Feedback and Marking (Reference: Appendix 1) and the Policy for Teaching and Learning

Approved: January 2017

To be reviewed: January 2019