



# **Hawley Primary School Assessment Policy**

**Approved: November 2022  
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## **Introduction**

Assessment is a continuous process that enables teachers to ensure high quality teaching and learning throughout the school. It 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 raise the attainment and 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 for both individuals and groups of children.

Information gathered through assessment is communicated to parents in order to enable them to support their child's learning.

## **The Key Principals of Assessment at Hawley Primary School**

- To use formative assessment to inform planning and to ensure progression in the learning of all children.
- To use consistent methods of assessment across the school in order to be able to use this information to plan for improvement for cohorts, groups and individuals
- To use assessment to identify children who need extra intervention
- To share learning goals with children and to encourage them to be reflective of their work
- To help children to understand their next steps in learning
- To inform parents of their child's progress and to support them in helping their child to learn

## **Formative assessment (Assessment for learning)**

Formative assessment constantly takes place within the classroom. Teachers and support staff use opportunities to exactly identify each child's attainment through targeted questioning, discussion, observation and analysis of their work. Formative assessment enables teachers to understand the pupil's next steps and to plan for their pupils accordingly.

We use formative assessment to inform teaching and to provide for the learning needs of all children. At Hawley we:

- Evaluate pupil's learning needs so that any learning issues can be addressed quickly in subsequent lessons
- Adjust plans, differentiating learning objectives as necessary to ensure that planning meets the needs of the pupils
- Use carefully planned learning objectives and success criteria so that children can understand, and evaluate their progress

- Give children verbal and/or written feedback and the time to reflect and respond to this feedback
- Remind children of their individual targets and discuss their progress towards them
- Share targets with parents so that they more able to support their children's learning
- Use both formative and summative assessment to inform medium term planning
- Use assessment to inform discussion in termly Pupil Progress meetings

### **Summative assessment – A more formal and systematic approach to assessment**

Using summative assessment, the school systematically monitors and evaluates each individual's learning. This enables the school to track the progress of individuals, groups and cohorts. As a result, the Senior Leadership Team (SLT) can make medium and long term plans in order to raise standards across the school.

In summative assessment we use data from statutory assessments and termly assessment tasks.

Statutory Assessments:

On Entry Baseline Assessment in Reception  
 Foundation Stage Profile  
 Y1 Phonics screening  
 KS1 SATS  
 Y4 Times table Check  
 KS2 SATS

In KS1 and KS2 we also assess children each term in Reading, Writing, Maths, Grammar, Punctuation and Spelling (GPS) and Science. In Foundation subjects, the teachers assess the knowledge acquired and the progression of skills developing within each area of the curriculum.

### **Assessment of Pupils with Special Educational Needs and Disabilities**

Very careful assessment and planning is needed to ensure that the particular needs of children with SEND are being met and that they make good progress.

Children on the SEND profile have support from at least one, and maybe more, specialists. These children may have a Pupil Plan, which includes an individual provision map and targets focused on this specialist support in order to progress learning in their particular areas of need.

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. In this way, we ensure that good progress is being made.

Some children will not be working within the National Curriculum. We use PIVATS (Performance indicators for valued assessment and targeted learning) to assess these children's progress and to plan their next steps.

### **Moderation – Ensuring a consistent approach to assessment throughout the school**

It is important to ensure that there is a consistent approach to assessment throughout the school. At Hawley we:

- Follow the latest National Guidance sent out by the Standards and Testing Agency
- Use National Assessment materials and commercially produced materials including past SATS papers, Little Wandle (Phonics) Assessments, Testbase and Teacher Assessment in Primary Science (TAPS)
- Ensure that assessment is consistent through learning walks, book looks and discussion with teachers and pupils
- Attend local authority training on assessment and local authority moderation events
- Meet with our cluster schools to moderate together
- Regularly review Assessment procedures to ensure that they meet the needs of all our pupils regardless of ethnicity, gender or ability

### **Tracking – Evaluating individual pupil progress and patterns of progress within the school**

Progress is measured through tracking the attainment of individual pupils across their time at school. This enables the Senior Leadership Team (SLT) to ensure that planning is meeting the needs of the children. Children not making expected progress are identified and interventions are put in place to support them.

Following an assessment week, in order to track progress and attainment accurately, we:

- Input assessment data into the school's tracking system and use the tracker to identify percentages of pupils on track/not on track to meet expected standards within a class
- Use the information gathered during assessment week to inform Pupil Progress meetings, during which progress and attainment are discussed and interventions for individuals are put in place if necessary
- Use the tracker system, to analyse performance data and to compare the progress of targeted groups of children

- Compare the attainment and progress of children at Hawley with that of children in Camden and Nationally.
- Report to governors about the attainment and progress of children within the school
- Report to external agencies such as the Local Authority, the School Improvement Partner and OFSTED

### **Informing Parents – Reporting to parents about their child’s achievements, abilities and future targets**

We inform parents of their child’s progress and support them in helping their child. In order to do so we:

- Hold parent meetings twice a year. These meetings take place in the Autumn and Spring term and are held to discuss each child’s progress and attainment, to share the child’s targets with their parents and to offer support on how to help their child at home
- Meet 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
- Provide parents with a written report in the Summer term
- Provide parents with statutory reports when required to do so

### **Role of the Assessment Lead**

The responsibilities of the Assessment lead are to:

- Formulate the Assessment Policy in consultation with the Head Teacher, staff and governors
- Update and review the policy to ensure that it meets statutory requirements and the needs of the school
- Ensure that the training needs of all staff involved in assessing the children are met
- Provide the relevant test materials and regularly update the assessment cycle
- Analyse the data to identify attainment and progress made by individuals, cohorts and groups such as disadvantaged children or children from a particular ethnic background

