

Holy Trinity Church of England Primary School

Assessment Policy

Policy created: September 2012

Reviewed: June 2016

Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

Purposes

The purpose of assessment in our school is to provide information:

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the headteacher and deputy headteacher with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using Essex Target Tracker and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To lead pupil progress meetings
- To inform Governors about the school's performance on at least a termly basis.

Deputy Headteacher

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To schedule pupil progress meetings on a half termly basis for teachers and senior leaders.
- To lead pupil progress meetings

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- Identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment (APP) and ensure that these records are kept up to date (on Target Tracker) in accordance with this policy.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this onto Target Tracker.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that Individual Education Plans (I.E.P.s) are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

Principles

The principles of assessment at Holy Trinity Primary School are:

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment.
- To keep parents informed about their child's achievements and progress and enable them to help children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:

- Informing pupils of the learning objectives (*WALTs- We are learning today*) and success criteria (*WILFs- What I am looking for*) each lesson
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays that celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focussed marking using learning objectives and success criteria
- Sampling pupils' work
- Carrying out diagnostic assessments e.g. as directed by SENCO
- Using assessments and feedback from marking to inform future learning and planning

Half-termly Summative Assessments

The new National Curriculum, introduced in September 2014, has set out clear expectations for what children should achieve by the end of each key stage and, for English and Maths, has provided guidance as to when this content should be covered. The statutory statements published in the National Curriculum show the end of year expectations.

The expected end-of-year outcomes have been adapted to help support teachers in making their assessment judgments over each academic year; age-related 'Bands' (1-6). Each Band comprises formative statements that are shared with pupils and parents to help define and guide next steps in learning. Target Tracker software is used in school to allow analysis of pupil achievement and progress.

Each year **Band** has been broken down into six Steps: beginning (b), beginning plus (b+), working within (w), working within plus (w+), secure (s) and secure plus (s+). The three broader sections may be thought of in these terms:

Beginning – pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.

Working Within – pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.

Secure – confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

At appropriate half termly intervals, teachers select a step to show where each pupil is working. Lower achieving pupils may be working at a band outside of their current year, and can be recorded as such. To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one- year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

Secure + effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows the school to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

The school accepts that some statements in each Band carry more weight or importance than others. These are highlighted to staff as Key Performance Indicators (KPIs). It is expected that a pupil must achieve the majority of KPIs in a Band before they can be considered for progression into the next age-related Band.

Data Analysis

- The headteacher utilises assessment data on target tracker to carry out an analysis of the data each half term. This information is utilised to inform:
 - Pupil Progress meeting discussions,
 - School Self Evaluation,
 - Termly headteacher report to Governors (Curriculum Sub Committee)
 - School Development Plan

End of Year Assessments

- A summative assessment is made at the end of each year in Speaking and Listening, Reading, Writing, Maths and Science and the Parent reports indicate how well each pupil is attaining compared to the expected level.
- Assessment data is reported annually to the Local Authority/DFE at the end of:
 - Reception
 - Year 1 (Phonics Screening Test)
 - Year 2
 - Year 6

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

Recording

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on the EYFS and Primary Target Tracker systems.

Assessment Moderation

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out by subject leaders and with local authority approved moderators.

Monitoring and evaluation

- The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year along with written information on the children's attainment and their targets. A written report is provided mid-year and at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to age related expectations
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

S.E.N.

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages)

and schools). This ensures that children have the maximum opportunities to achieve.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement.

Appendix 1 – Evaluating Progress KS1-KS2 (2016-2019)

With the changes to assessment procedures and the removal of 'levels' in 2015 there is no central recognised method of evaluating progress from the end of KS1 to the end of KS2.

In the absence of such guidance, at Holy Trinity Primary School we work on the expectation that children reaching Level 2b at the end of KS1 should be expected to reach the 'Secondary Ready/Working At' standard by the end of KS2.

We have arrived at this methodology by a correlation between the former 2b threshold and the new 'Working At' expectation in the new National Curriculum.

Children reaching the former 2c threshold would therefore not be *expected* to reach the new 'Working At' expectation at the end of KS2. There is a clear and significant difference between the former 2c and the new 'Working At' expectation (end of KS1) so the expect all children reaching the former 2c at the end of KS1 to convert to 'Working At' (End of KS2) would be incongruent. If those children did convert from 2c to 'Working At' by the end of KS2 this would be considered more than expected progress.

In 2020 there will be a direct correlation between 'Working At' expectations at the end of KS1 and KS2 as both measure will be based on the 2015 National Curriculum.