



Assessment Policy

[Incorporating: Recording and Reporting]

Introduction

All schools have a statutory responsibility to provide a curriculum framework within which arrangements for assessment, recording, and reporting and marking are integral. Hesleden Primary School supports the belief that assessment, recording, and reporting should be part of the planning process and clearly linked to teaching and learning. The purpose of assessment is to provide information for a range of audiences. This statement of policy defines the purpose for assessment, recording, and reporting within Hesleden Primary School and provides a focus from which these processes may be implemented. This policy should be read alongside the separate Marking Policy.

Assessment – Why assess?

The key purpose of assessment is to move children forward in their learning. Assessment offers children an opportunity to show what they know, understand and can do. Monitoring of each child's progress enables teachers to reflect on what children are doing and informs future planning. Assessment should help children to become involved in raising their own expectations and will provide information to parents, other teachers and staff, outside agencies and the LA.

Aims of assessment

- to establish what children know, understand and can do
- to gather information on individuals, groups or cohorts to inform target-setting at various levels
- to ensure that assessment is appropriate to the objectives of the task and process of learning
- to provide opportunities for the children to participate in the assessment process
- to inform planning for / structure of future learning
- to track progress and inform the school's strategic plans

There are a range of different assessment types, each having its own purpose, value and subsequent outcomes:

- **Diagnostic** – testing which pinpoints specific areas of difficulty within subject areas. This form of assessment can be used to determine support required for individual, or groups of, children.
- **Formative** – ongoing assessment which informs daily planning and children's achievement of set learning objectives. Accomplished through marking of work and discussion with/between children, formative assessment is also referred to as:

☺ *Assessment for Learning [AfL]* – research shows that involving children in their own learning and assessment is more likely to result in a better understanding of what they have achieved and what they need to do to make progress. This process, if used effectively, can be used to raise standards through the altering of planned work to accommodate the learning of each child. To be able to achieve their learning objectives the children need to be aware of them, therefore such learning objectives should be displayed, spoken or referred to regularly during each lesson. It is important that through feedback, given during, or as soon as possible after a task, the children are aware of how to improve, and that the message is that everyone can improve. Feedback may be verbal or written.

- **Summative** – assessment which measures a standard of learning at the end of a topic/term/KS. This is a measure of how much learning has occurred and relates to a level of attainment against age-related expectations. Summative assessment takes its results from a test and is also referred to as *Assessment of Learning*.
- **Evaluative** – this allows us to review the strategic planning of the school by evaluating the impact of planning, teaching & learning and assessment within the National Curriculum.

It is important that assessment is incorporated within the planned process of teaching and learning. Long-term planning is a whole school process and reflects the school's targets. It matches the National Curriculum and shows progression throughout the school. Medium-term planning sequences have clear links which enable us to assess the children against criteria for age-related expectations.

Evidence gathered from Assessment

- EYFS Portfolios
- Tracking files (Y1-6) containing class records of attainment relating to age related expectations
- PATTS (assessment statements) / SAT / TA results
- Reading tests (Key words/RWI/NGRT/Comprehension)
- Data sheets and analysis
- Children's workbooks
- Observations of, or discussions with, children
- Stamps to show AfL and comments
- Support Plans and Short Notes

Teachers will know:

- ✓ Where the children are in their prior knowledge, skills and understanding
- ✓ Whether they are making expected progress and whether these are at National norms
- ✓ Which children need additional support through tasks, staff, Support plans etc.
- ✓ Those children exceeding outcomes and requiring additional challenge or intervention
- ✓ Which teaching strategies have worked or what could be improved (by the teacher) next time

The Headteacher, other teachers and subject leaders will know:

- ✓ Which pupils are making progress and which are having difficulties
- ✓ Whether attainment is in line with school aspirations and how this compares to similar schools
- ✓ If there are any underlying issues, such as planning/curriculum changes required

The parents/carers will know:

- ✓ How their child is performing against expectations/National Standards
- ✓ What is being implemented in school to support their child, and how they could support at home

The LA/Government will know:

- ✓ Whether the school is meeting its targets at LA/National level
- ✓ If the school has identified appropriate targets for the School Improvement Plan
- ✓ What the attainment levels are of all children, compared to other schools

Recording – Why record?

Recording must be ongoing, manageable and useful. There are many reasons why recording must take place. Recording helps teachers to monitor children's progress and enables this progress to be recognised and celebrated. It provides documented evidence of achievements and can signal strengths and weaknesses. Recording should also inform planning and verbal or written reports.

Aims of Recording

- to include information on achievement, skills, abilities and progress

- to involve children in reviewing their own work and recording progress
- to illustrate children's strengths and achievements within the context of their learning
- to be a useful and manageable part of teaching and learning to support children's attainment

Recording should come naturally from any assessment which occurs. Recording can be done in many formats as appropriate, so long as it is useful and manageable.

Evidence of Recording:

- TA/test results/baselines in teachers' files
- Reading records
- Annotated work in books, portfolios
- Age-related criteria sheets across the curriculum
- Short notes/Support plans
- Behaviour records

Reporting – Why report?

Reporting must be manageable and meaningful to its specific audience. Reporting occurs at various levels throughout the school, for example; between staff or between teachers and parents. Reporting also occurs both in verbal and written forms. Written reports follow agreed procedures and report legal requirements including end of Key Stage results. These reports also show children's attendance and include both authorised and unauthorised absences. Recording provides a basis for communication which informs progress and achievements. Reporting should also highlight areas for improvement.

Aims of Reporting

- to fulfil the statutory requirement to report annually to parents
- to provide information which reflects all aspects of a child's achievement
- to write reports which are clear and meaningful and, in a language, accessible to the reader
- to provide reports which encourage and motivate children as well as identifying future targets

Reports can be either written or verbal, depending on the audience and circumstances.

Our audiences include:

- Children
- Parents/Carers
- Community
- Other teachers/HT/other schools
- Governors
- Local Authority

Evidence of Written Reports:

- Statutory reports to parents
- Action plans
- Short notes/Support Plans

Evidence of Verbal Reports:

- Parent's consultation evenings (Termly)
- Between staff on transfer of children
- Personal contact between staff and parents/children etc.

Equal Opportunities

We believe that all children are entitled to recognition of their achievement, skills, abilities and progress throughout the whole curriculum. This policy and associated guidelines encourage the participation of all children. Any marking, written feedback or reports will be in a language accessible by its appropriate audience, be this children with special educational needs, parents or outside agencies.

This policy is written with consideration to our school being a Rights Respecting: Gold School. Although direct reference to this is not continually made, the policy has been written with full awareness of our commitment to Children's Rights. This policy also complies with Article 28 of the UNCRC 'Every child has the right to an education' and Articles 12 & 13, to have their views respected and the right to Information.

Involvement

Hesleden Primary School seeks to establish a process of assessment which includes parents at various stages. In addition to fulfilling statutory requirement, we would wish to build relationships and provide ways to include parents in their children's learning.

We also recognise the importance of children's participation during the assessment process. It is crucial that they are involved in self-assessment in order to understand their achievements and progress made, enabling them to recognise the next step in their learning journey.

Monitoring and evaluation

A review of samples of work will be carried out on a regular basis to monitor the implementation of the policy. This will ensure consistency in assessment across the school, check children's participation in the process and see an improvement in children's achievement and attainment.

Discussions will also be held with groups of children to establish their understanding of the process and to confirm their participation within this process is effective.

Overall responsibility for the monitoring and implementation of this policy lies with the Assessment co-ordinator and the Headteacher. This policy will be reviewed annually.

Summary

The process of Assessment, which includes recording, and reporting (and marking, in a separate policy), within Hesleden Primary School seeks to:

- fulfil legal requirements
- provide an integrated process to recognise and support children's achievement
- provide a working knowledge of children's attainment to inform future planning
- develop a system which is clear, manageable and ongoing
- include all departments of the school (Early Years, Key Stage 1 and Key Stage 2)
- Appendices 1 & 2 describe more fully the systems used for assessment and the methods for capturing evidence

Appendix 1 – Assessment and Tracking – An Overview

Assessment 'schedule'

The last week of half terms 1-5 are designated as assessment weeks for Y2-6. All teachers are expected to make an attainment [what they can do] judgement about every child, for reading, writing and maths. This is recorded on children's individual criteria sheets as . / x to enable tracking of progress.

At the end of each full term, data is collected for all children and input ready to be analysed. All teachers participate in pupil progress discussions following analysis.

Reading is assessed using PATTS criteria statements during RWI/guided/reciprocal reading sessions and through the teacher's knowledge of individual performance in class. Reading comprehensions are used to give the children a taste of question types, and digital, adaptive NGRT tests are used to track and monitor progress of reading ages.

Writing is assessed on an ongoing basis. Teachers are expected to record once a child has demonstrated sufficient skill to partially or fully achieve specific criteria. Evidence for the achievement of writing criteria may also be found in Humanities or Science books, depending on the task. These records are collated to provide a secure Teacher Assessment judgement at the end of each half-term.

In **maths**, PATTS provides weekly and half-termly mental arithmetic tests for use as required. These help to support the consolidation of basic skills, and identify areas of weakness in children's knowledge or learning. These are carried out at the discretion of the teacher, but usually during assessment weeks.

Foundation subject criteria sheets are used to assess how well children are performing against teachers' expectations. This data is collected using a range of evidence. It is also submitted termly for analysis.

End of Year judgements

At the beginning of the second half of the summer term teachers will collate all work book and assessment records. This will form their final end of year judgement which will be input to allow for final analysis and whole school judgements to be made.

Final end of year judgements will be made against the age-related criteria for the curriculum the children have been taught. In the main, this should be for their academic year, although some children may be above or below expected levels and be working on different criteria.

To be at expected levels, children should be 'secure' [S/+] at age-related criteria. Where children's attainment is assessed against criteria and ARE has not been met, a judgement will be made as to whether the child is 'developing' [D/=] or 'emerging' [E/-] against the criteria.

The attainment data input at this point will provide a whole year progress outcome and both of these will be included on end of year reports to parents and will be discussed at the summer term parent consultation event in July.

Appendix 2 – Assessment and Tracking – Capturing Evidence

Reading

Digital NGRT

- Y3-6: Autumn - October Summer - April

Guided/Reciprocal reading / Reading Comprehension

- **Y1/2:** RWI comprehension (verbal/written) develops throughout the program. Leaders and Y1/2 teachers should discuss attainment against ARE criteria with RWI group staff to support reading judgements.
- **Y3-6:** a combination of Optional papers/question type tests are used (half-termly) to ensure children are exposed to a variety of text and question types in different formats.
GL tests for Reading are used during summer 2. These provide useful reports identifying strengths and areas requiring support for teachers' onward planning.

Writing

Year 1/2 - English: 1 book; RWI (hold/edit a sentence); GPS/writing

Year 2-6 - Daily English – all exercises, drafts, GPS etc. Renewed annually

- Long writing – all types of writing. Carried forward into following year group from Y2

- PATTS writing criteria sheets are used by the teacher to annotated and record when specific criteria have been taught – this aids finding evidence during teacher assessment and forming of judgments.

Maths

- Maths books are used across the school. In Y1-6, PATTS criteria sheets are used by the teacher and dated for coverage.
- Weekly PATTS mental maths tests may be used.
- Half-termly maths test marks are recorded on the PATTS criteria sheets and the most recent test is filed in the child's individual tracking file section.
- **GL tests** for maths are used during summer 2. These provide useful reports identifying strengths and areas requiring support for teachers' onward planning.

Foundation Subjects

Individual work books are used for History, Geography, Science, MFL, RE and Art & DT (Sketch books);

Other curriculum areas (Music, Computing and PE) are recorded weekly in a floor book.

Each class also has a dedicated PSHCE scrapbook and a Class scrapbook for recording 'extra-curricular' activities at their discretion.

Assessment takes place termly (or after the end of specific topics if more relevant) and be fed into cohort trackers.

Tracking files

1. One tracking file per cohort within each class. These contain:
 - Individual child sections containing up-to-date and relevant assessment and tracking information
 - Most recent reading assessments
 - Most recent half-termly Maths assessment
 - PATTS for current year ARE as appropriate – RWM
 - Previous PATTS/Stranded sheets
2. Foundation Subject Assessment file:
 - Any information relating to the cohort, including overviews of prior attainment / current attainment / ongoing recording
 - Criteria recording grids for all NC subjects excluding maths & English – 1 sheet per cohort in each class