

# **Horspath Primary School**

## **Assessment Policy**

Horspath C of E Primary School values and supports all of its members as individuals. It is a happy, welcoming and safe environment which promotes learning and self-confidence. We are a church school:

- Where children from all cultures and faiths thrive, learning skills and behaviours that will guide them their whole lives.
- That underpins teaching, learning and daily school life with the Christian values of forgiveness, respect for others, truth and a sense of accountability.
- Where all children from every background have the very best that the school community can give them so that they are challenged and inspired to achieve their full potential.
- A school that encourages work and play across the age range so that children and staff know everyone in the school community.
- A school that is a key member of our local community.

### **1. Introduction**

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

### **2. Aims and objectives**

2.1 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 help our children understand what they need to do next to improve their work;
- to allow teachers to plan lessons that accurately reflect the needs of each child;
- to provide regular information for parents that enables them to support their child's learning. In previous years we have opened our on-line Pupil Tracker for parents, although this is on hold for 2015-16 as we embed new assessment systems;
- to track pupils and groups of pupils across the school;
- to set challenging targets for pupils and groups of pupils;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school;
- to bench mark the school's performance against other schools locally and nationally;
- to identify the school's areas of strengths and weaknesses .

### **3. Assessments**

#### 3.1 What are we measuring?

- Whether a pupil has learnt the objectives taught in a lesson or sequence of lesson;
- Whether a pupil is able to apply that learning and to what extent;
- The rate of progress pupils and groups of pupils make in their learning;
- Whether the progress and attainment of our pupils matches that of other schools locally and nationally.

#### 3.2 Why do we measure progress and attainment?

- To monitor the rate of progress of our pupils;
- To target additional resources to pupils or groups of pupils;
- To identify and share successful initiatives across the school;
- To identify patterns of strengths and weakness in teaching and learning across the school;
- To provide information to parents about how well their child is doing;
- To provide information to governors about the school's strengths and weaknesses;
- To ensure our pupils are on track to make good progress and to meet the national age related expectations at the end of each key stage;
- To ensure that our teaching and learning works effectively in preparing pupils for secondary school.

### **4. The three forms of assessment**

#### 4.1 Day-to-day in-school formative assessment

##### 4.1.1 Planning and recording

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks are appropriate to each child's level of ability and offer sufficient challenge. Our lesson plans make clear the expected outcomes for each lesson and these are shared with the children, to enable them to select the appropriate challenging task to move their learning forward.

We make a note of those individual children who do not achieve the expected level for the lesson and those that exceed the expected level, and we use this information when planning for the next lesson.

##### 4.1.2 What is assessed formatively?

- Formative assessment is used to assess children's knowledge, skills and depth of understanding. It is used to identify gaps in children's learning and any misconceptions they have, so that these can be addressed as soon as possible, through mini-plenaries, focused morning tasks or next day planning.

##### 4.1.3 Methods of formative assessment

- Rich questions and answers during class. These may be directed at the whole class, groups of children or individual children;
- Marking of pupil's work, identifying where learning objectives have been met and next steps in learning (see **Feedback & marking** policy);
- Observational assessment during group or whole class teaching;

- Assessment information from TAs or other staff members;
- Scanning work for pupil attainment and development;
- Pupil's self-assessment – AfL (see 4.14).

#### 4.1.4 Pupil's self-assessment

- Children to assess their own progress towards lesson objectives, using a range of AfL techniques;
- Children self and peer mark work against success criteria, identifying successes and an area for improvement;
- Children, from year 2, self-assess against learning objectives in English and maths when selecting the most appropriate task to offer challenge.

#### 4.1.5 Inclusive formative assessment

- SEND pupils are included in all aspects of formative assessment;
- SEND pupils are involved in assessing their progress towards targets and outcomes included in IEPs.

#### 4.1.6 Ensuring Accuracy and Consistency of Teacher's Assessment

The school moderation process includes:

- Discussion between teachers to decide what constitutes evidence of attainment.
- Comparisons of pupil's work from different classes, especially pupils who are in the same year group but in separate classes.
- Use of national and LA exemplification materials to assist the moderation process.
- Discussions and work scrutiny with partnership schools.

### 4.2 In-school summative assessment

4.2.1 A variety of summative assessments are used to make judgements of pupil's in year progress and attainment. These judgements are made three times per academic year, in November, February and May.

- Rising Stars tests are used to assess maths, reading and spelling and grammar. These show whether children are making expected progress towards end of year expectations.
- Pupil Tracker is used to provide a golden code and depth of learning level in reading, writing, spelling and grammar and science. (This will also be used to assess all foundation subjects in the future.)
- Golden codes provide numerical points from which progress can be measured for data analysis.

4.2.2 Using two methods of summative assessment allows the school to internally moderate teacher's formative assessment.

4.2.3 Specific details of assessments carried out each term can be found in appendix 1.

4.2.4 Teachers carry out question level analysis of the Rising Stars tests to identify areas of strengths and weaknesses and this is then used to inform their planning, to improve pupil's future learning.

### 4.3 Nationally standardised summative assessment

4.3.1 At Horspath School we understand the importance of nationally standardised summative assessment as a method of assessing pupil's attainment and progress at key points in their primary education. This data provides the staff, governors and parents information about how well the school is performing compared to local schools and nationally.

4.3.2 The following nationally standardised summative assessments are administered:

- National Curriculum tests at the end of Key Stage 2;
- National Curriculum tests at the end of Key Stage 1;
- Early Years baseline assessment;
- Phonics Screening at the end of Year 1.

## **5 Target Setting**

5.1 We set targets in mathematics, science and English each year for those pupils who are in Year 6. We set targets in these subjects for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child during the year, through pupil progress meetings and set revised targets.

## **6 Recording**

6.1 We recognise various methods of assessing a child's learning. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

6.2 We plan our lessons with clear learning objectives. On our planning we record only those pupils who fail to meet the learning objective or those who exceed the learning objective, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

6.3 At the end of units of work, children's progress is recorded into Pupil Tracker, assessing objectives taught for reading, writing, maths and science. The following codes are used to show how well a child has achieved an objective: working towards, mostly achieved, achieved and greater depth.

## **7 Reporting to parents**

7.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

7.2 We are always available to meet parents informally. We also offer a formal parent interview in the autumn and spring terms.

7.3 During the summer term we give all parents a written report of their child's progress and achievements during the school year. In this report we also identify target areas for the next school year in English, maths and science. We write individual comments on all subjects of the National Curriculum, religious education and attitudes to learning. In these reports, parents are told whether their child is working at, below or above age related expectations in English, maths, science and computing. The reports also include a space where the

children can offer their own evaluation of their performance during the year. There is also a space for parental feedback.

- 7.4 In reports for pupils in Year 2 and Year 6 we also provide details of the results achieved by their child in the national tests. Year 1 parents are provided information about their child's performance in the Phonics Screening test.
- 7.5 We offer parents of pupils in EYFS the opportunity to discuss the results of the Foundation Child Profile with their child's teacher.

## **8 Feedback to pupils**

- 8.1 We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work or learning. Further details can be found in our [Feedback & marking](#) policy.

## **9 Monitoring**

- 9.1 The process of monitoring and evaluating the curriculum is the responsibility of curriculum co-ordinators for their subject area assisted by the assessment co-ordinator.
- 9.2 For the core subjects the following process enables monitoring to take place:
- Work samples;
  - Displays of work to celebrate good work and promote interest in the subject;
  - Regular classroom monitoring of teaching and learning to ensure continuity and progression;
  - Regular monitoring of books by either the Headteacher, assessment co-ordinator or subject leaders. The findings should be fed back to teachers and pupils alike;
  - Monitoring of medium term and short term plans, providing teachers with feedback.
- 9.3 In other curriculum areas monitoring is closely linked to high priorities set in the School Development Plan.

## Appendix 1

### Assessment Week Overview

Subject	Autumn Term	Spring Term	Summer Term
English Reading	<p>EYFS &amp; Y1 - Interviews in yellow booklet.</p> <p>Y2 - Reading Progress Test Rising Stars or Reading Interview.</p> <p>KS2 - Reading Progress Test - Rising Stars</p> <p>Update Pupil Tracker objectives</p>	<p>EYFS &amp; Y1 - Interviews in yellow booklet.</p> <p>Y2 - Reading Progress Test Rising Stars or Reading Interview.</p> <p>KS2 - Reading Progress Test - Rising Stars</p> <p>Update Pupil Tracker objectives</p>	<p>KS1 - Interviews in yellow booklet.</p> <p>Year 2 - SATS</p> <p>KS2 - Reading Progress Test - Rising Stars</p> <p>Year 6 - SATS</p> <p>(New Optional SATs if available)</p> <p>Update Pupil Tracker objectives</p>
English Writing	<p>EYFS - Teacher assessment</p> <p>KS1 &amp; 2 - piece of writing (hot text), Code using assessment grid, on Pupil Tracker.</p>	<p>EYFS - Teacher assessment</p> <p>KS1 &amp; 2 - piece of writing (hot text), Code using assessment grid, on Pupil Tracker.</p>	<p>EYFS - Teacher assessment</p> <p>KS1 &amp; 2 - piece of writing (hot text), Code using assessment grid, on Pupil Tracker.</p>
SPAG	<p>Y2 - 6 Rising Stars Progress tests (Grammar &amp; Spelling)</p>	<p>Y2 - 6 Rising Stars Progress tests (Grammar &amp; Spelling)</p>	<p>Y2 - 6 Rising Stars Progress tests (Grammar &amp; Spelling)</p> <p>Y2 - SATS</p> <p>Y6 - SATS</p> <p>(New Optional SATs if available)</p>

<p>Spelling</p>	<p>EYFS - Phonics assessment</p> <p>Y1/2 - End of phase phonics assessment</p> <p>Beech - HFW</p> <p>Y3/4 Tricky Words</p> <p>Y5/6 Tricky words</p> <p>Y2 - 6 Rising Stars spelling test (see SPAG)</p>	<p>EYFS - Phonics assessment</p> <p>Y1/2 - End of phase phonics assessment</p> <p>Beech - HFW</p> <p>Y3/4 Tricky Words</p> <p>Y5/6 Tricky words</p> <p>Y2 - 6 Rising Stars spelling test (see SPAG)</p>	<p>EYFS - Phonics assessment/ HFW</p> <p>Y1/2 - End of phase phonics assessment</p> <p>Beech - HFW</p> <p>Y3/4 Tricky Words</p> <p>Y5/6 Tricky words</p> <p>Y2 - 6 Rising Stars spelling test (see SPAG)</p>
<p>Maths</p>	<p>EYFS - observations</p> <p>Y1 - 6 Rising Stars half termly tests Autumn 1 Oct</p> <p>Autumn 2 Dec</p> <p>Update Pupil Tracker objectives</p>	<p>EYFS - observations</p> <p>Y1 - 6 Rising Stars half termly tests Spring 1 Feb</p> <p>Spring 2 March</p> <p>Update Pupil Tracker objectives</p>	<p>EYFS - observations</p> <p>Y1 - 6 Rising Stars half termly tests Summer 1 May</p> <p>Summer 2 July</p> <p>Y2 - KS1 SATs</p> <p>Y6 - KS2 SATs</p> <p>(New Optional SATs if available)</p> <p>Update Pupil Tracker objectives</p>
<p>Science</p>	<p>EYFS - observations &amp; activities</p> <p>Y1 - 6 Formative assessment</p> <p>End of science units update objectives on Pupil Tracker.</p>	<p>EYFS - observations &amp; activities</p> <p>Y1 - 6 Formative assessment</p> <p>End of science units update objectives on Pupil Tracker.</p>	<p>EYFS - observations &amp; activities</p> <p>Y1 - 6 Formative assessment</p> <p>End of science units update objectives on Pupil Tracker.</p> <p>KS2 - SATs</p>

