



Horspath Church of England Primary School

Assessment Policy

The objective of our assessment system is to improve pupils' development, progress and achievement.

Children's progress is closely monitored at Horspath in order that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

Assessment

- Is a picture of personal development, academic progress and depth of learning
- Is an on-going, diagnostic process involving children receiving and responding to feedback
- identifies what children can and can't yet do
- informs teachers of learning needs, enabling them to adapt plans to close gaps and deepen learning

Statutory assessment

All state school in England are expected to carry out and report on the following assessments each year:

- Foundation stage profile
 - This information is based on three categories - emerging, expected and exceeding within the appropriate 'Age and Stage' band for each individual child. EYFS teachers have a statutory responsibility to report the attainment of pupils at the end of the year using a 1 emerging /2 expected /3 exceeding scale with reference to the '[Characteristics of Effective Learning](#)'.
- Year One phonics check
 - All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of year report. Children who do not reach the expected standard are reassessed in Y2
- Standard Assessment Tests (SATs)
 - Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported within the Y2 and Y6 end of year reports. The national expectation is that children should aim to achieve Age Related Expectations (ARE) at the end of Year 2 and ARE at the end of Year 6.

Statutory Tests results shared with parents and state whether children have reached the expected standard. The school website provides an overview of school performance based on actual results

(attainment) and progress that pupils have made from one Key Stage to the next. This provides a simple comparison of school performance against national averages.

<http://horspath.oxon.sch.uk/about-the-school/achievements/>

In addition to these statutory assessments, teachers across the school assess regularly using our school tracking system, which is informed by a range of formative and diagnostic assessment tools.

EYFS- Reception

- Children are continually assessed in the reception (Acorn) class. Staff will add information to an assessment profile for each individual. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.
- At Horspath we complete a baseline assessment using careful observations of the children during their first 3-6 weeks of starting the school. These and ongoing observations are used to plan throughout the year. The children also have an online Learning Journey (Tapestry) which supports us in storing information throughout the year.

Year 1 – Year 6 assessment

- Information from Timetables Rockstars
- Regular written reading comprehension tasks.
- Weekly maths badge assessments
- Termly maths testing - PUMA
- Termly Reading comprehension tests - PIRA
- Scaffolded and independent writing tasks through teaching sequences
- Internal and external moderation of writing
- Teachers' own spreadsheets / mark books / highlighted sheets etc.
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At Horspath we assess against subject objectives to show how children are progressing towards end of year age related expectations *ARE*. Pupil attainment (where they are in relation to *ARE*) is described as '*significantly below*', '*working towards*', '*working at*' or '*greater depth*'. If children are assessed as '*significantly below*' it means they are attaining at *AREs* from an earlier stage. If children are assessed as '*working towards*', they are attaining within their expected stage but being supported to reach *ARE*. From 2019 this information will be stored on "INSIGHT", our whole school data tracking tool.

Progress may be defined as catch-up, closing gaps, over-coming barriers and deepening understanding. As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm.

Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National Curriculum.

At Horspath, progress is measured and monitored in the following ways:

- Pupil Progress Meetings - *held 3 times a year*

- This is a meeting in which the teacher and a senior leader talk about the attainment and progress of the class and a Raising Attainment Plan RAP is written. The RAP provides information about next steps of learning for children requiring further intervention, booster or catch up.
- Teacher and TA Appraisal
 - Pupil Progress Targets highlight key pupils who will be monitored closely from year start to end with strategies to accelerate and measure progress agreed.
- PIRA and PUMA Assessment Tests – three times per year
 - This data is reported to the Trust and to Governors and it summarises achievement and identifies any cohort issues to be addressed.
- Children’s books
 - Regular book scrutiny and monitoring reports will identify progress; pre- and -post assessments, writing journeys, and response to feedback.
- Presentations/Assemblies
 - Our curriculum is planned to show progress through its clear structure (engage, develop, innovate and express), each unit providing key assessment outcomes across all areas of the curriculum.
- INSIGHT
 - This electronic tracking tool, adopted July 2019, is used to compare end or year attainment and to monitor the achievement of groups of pupils.

Moderation

In order for judgements made against the Objectives to be valid and reliable, the school undertakes a range of moderation activities throughout the year:

- Internal Moderation – teachers in school look at each other’s books and agree judgments
- External Moderation- teachers withing the RLT look are a range of writing form across all schools within the Trust
- No More Marking - once a year every child from Y1-Y6 has their writing anonymously moderated.
- EYFS, Y2 and Y6 Local authority moderation – every 3-5 years the Local Authority moderate pupils work

Feedback to children

At Horspath we know that children are critical partners in the assessment process and ensure that they are effectively included. This is achieved through a range of strategies - *see Feedback*

Policy.

Reporting to Parents

We give verbal and written reports on pupil attainment and progress throughout the year:

Term	Month	Type of report
Autumn	October	Verbal report during Autumn Parent consultation meeting
	December or January	written attainment update sheet
Spring	February or March	Verbal report during Spring Parent consultation meeting
	March or April	written midyear report
Summer	July	written end of year report