



Hawsworth CE Primary School

Assessment for Learning Policy

Written Autumn 2017

Review Summer 2019

Assessment for Learning Policy

School Mission Statement:

'Learning through Love, Fun and Faith'.

We aim to provide the highest quality education, for each and every child, in partnership with parents, within the context of a Christian community.

Rationale: Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their full potential.

Assessment is seen as:

"the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning , where they need to go and how best to get there"

Assessment for Learning: Assessment Reform Group

At Hawksworth CE Primary School we endeavour to support all pupils in making better than expected progress in their learning as well as raise confidence and self-esteem. We see assessment in its many forms as central to this.

AIMS

- To ensure children progress, knowing their achievements and what they need to do next
- To ensure teacher planning is informed and adapted to meet the needs of all children
- To ensure Learning difficulties and strengths are identified quickly and appropriate help support and enrichment given
- To enable children to be involved in their own learning
- To internally track pupils attainment and progress
- To inform parents and carers of their child's progress
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To inform the Governing Body of the schools standards and achievements
- To have a consistent approach that measures school progress against National Standards.
- To provide information to inform the school's strategic planning

Effective Assessment

At Hawksworth CE Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Monitoring and Evaluation

The Phase Leaders (Tim Roche and Stefanie Oliver) and SENCo (Sally Malir) work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors at Teaching and Learning committee for detailed analysis and also updated at FGB.

All teachers are responsible for monitoring their own class assessments and acting on findings. Pupil Progress meetings are held each half term to inform next steps in learning for individual children and, where appropriate, strategic intervention and enrichment.

Performance Management is used to adopt % targets for pupil attainment in Reading, Writing

and Maths for all teachers for the class they have. These are reviewed through our Performance Management Cycle.

Key Features for Assessment at Hawksworth CE Primary School

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning challenges are shared with pupils and teachers discuss with pupils how learning challenges can be achieved.

AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

Ongoing assessment of children's learning takes different forms including:

- Teacher marking of work and feedback – written and verbal
- Written feedback requires the children to respond to points raised and time is planned for this
- Planning of rich, probing questions to elicit and extend children's knowledge and understanding
- Children assessing and evaluating their own work and the work of their peers
- Capturing and recording learning in a variety of forms; observations of the children, photographs, use of post-it notes, children commenting on own learning
- Group work, which is teacher led or directed by an TA
- Conferencing with the children to enable dialogue about their work and learning
- Opportunities for purposeful, independent choices about learning pathways
- Review of progress and achievement against individual targets set for reading, writing and maths
- Formal summative assessments (Including National Tests)
- Weekly tests (Spellings, times tables etc.)

Reported Formal Assessment:

- This is the formal recognition of achievement:
- Reception base line (Early Excellence)
- Completion of Foundation Stage Profile
- Year 1 phonics check
- Key Stage 1 and 2 SATs
- End of year report

Assessment tracking Systems

At Hawksworth CE Primary School we track pupils' progress against key performance indicators of the new National curriculum, national exemplification, national expectations and tests. Teachers make on-going formative judgements throughout the year and progress is tracked each term using the OTrack assessment system against end of age/phase expectations. Children's progress is discussed in staff meetings to inform next steps in learning and teaching, and all pupil groups are formally monitored and analysed each term during pupil progress meetings. Focus groups can include:

- Gender
- Pupil premium
- Vulnerable pupils
- SEN pupils
- Higher ability pupils
- EAL pupils

Target Setting

We expect all children to be meeting their age expectations or making better than expected progress from their baseline starting points. Formal Targets are set for EYFS, Y2 and Y6. These are discussed, challenged and agreed with the governing body.

Foundation Stage Profile

Information about a child is acquired before they even start school through:

- Home visits

- Early Years transfer records and discussions with play groups.
- A baseline assessment is carried out in the first six weeks.
- The Teacher also begins to complete the Foundation Stage Profile

Children continue to be assessed in reception where staff will add information to the assessment profile for each individual. The team, make a summative judgement 6 times a year, based on information they gather from learning journals and small group and individual observations / assessments. These are kept on a Foundation stage tracker (O Track). Teachers share their insights of children's learning at parent consultation meetings and next steps of learning provided of each prime and specific area of learning.

Phonics in Key Stage 1

Children's progress is tracked ½ termly and in Key stage 2 as appropriate.

Year One phonics check

All children in Year 1 will participate in the phonics check. This assessment will be administered by the class teacher. Results are included within the Year 1 end of year report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body.

End of year tests

Children in years 3, 4 and 5 complete end of year progress tests for reading, SPAG and Maths. The results of these assessments are analysed and assist class teachers in making their end of year teacher assessment.

Key Stage SATs and EYFS Analysis

The relevant class teacher and Head analyse EYFS and Key Stage results using:
Analyse School Performance (ASP)
Fischer Family Trust Data

Inclusion/SEN

Hawksworth CE Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of **all** pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCo, parents and external agencies (where appropriate) to plan tailored support. We use Individual Learning plans and where appropriate, which are reviewed with the child and parents termly. Sally Malir, our SENCo, is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. We have the same high expectations of all children and do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

Updated September 2017

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Schedule of assessment processes

All Staff

Head/SENco/Phase Leaders

Baseline Formative assessments to start the year – Reading, Writing, Maths, Phonics

Performance Management Review and Target Setting

Autumn Term 1
 Summative assessment to tracking system
 Pupils Next steps written and shared with Parents
 Data Analysis & Pupil Progress meetings

Autumn Term 2
 Data Analysis & Pupil Progress meetings
 Staff moderations
 Summative assessment to tracking system

Spring Term 1
 Summative assessment to tracking system
 Data Analysis & Pupil Progress meetings
 Summative assessment to tracking system

Spring Term 2
 Data Analysis & Pupil Progress meetings
 Summative assessment to tracking system
 Staff moderations

Summer Term 1
 Data Analysis & Pupil Progress meetings
 Staff moderations
 Summative assessment to tracking system

Summer Term 2
 Data Analysis & Pupil Progress meetings
 Year 1 Phonics
 Formal end of year written report
 Transition meetings
 Staff moderations

On going Formative Assessments through: Marking, Feedback, Observations, Targets, Assessment documents, Target setting, informal discussions, moderations

Autumn Term
 National Data Analysis (ASP, FFT)
 Data Review
 School Improvement Planning and Target Setting
 Performance management Review and Targets
 Monitoring / Moderation of Assessment
 Pupil Progress Meetings
 Whole School Data Analysis
 Report to Governors

Spring Term
 Performance management reviews
 Monitoring / Moderation of Assessment
 Pupil Progress Meetings
 Whole School Data Analysis
 Report to Governors

Summer Term
 National Test Results Analysis
 School Improvement Planning and Target Setting
 Monitoring / Moderation of Assessment
 Pupil Progress Meetings
 Whole School Data Analysis
 Report to Governors

