



# Holme St Cuthbert School.



## Primary Assessment Policy

---

## Contents:

- [Statement of intent](#)
- 1. [Key roles and responsibilities](#)
- 2. [Definitions](#)
- 3. [Training of staff](#)
- 4. [Baseline assessment](#)
- 5. [Formative assessment \(Assessment for learning\)](#)
- 6. [Summative assessment \(Assessment of learning\)](#)
- 7. [Assessment and reporting](#)
- 8. [Planning for assessment](#)
- 9. [Assessment methods/materials](#)
- 10. [Reporting](#)
- 11. [Moderation](#)
- 12. [Individual Learning Plans \(ILPs\)](#)
- 13. [Special educational needs \(SEN\)](#)
- 14. [Rewarding achievement](#)
- 15. Appendices
  - 1. [Marking guidance](#)
  - 2. [Assessment materials, tools and tests](#)
  - 3. [Contents of class assessment folder](#)
  - 4. [School assessment schedule](#)
  - 5. [The assessment cycle](#)
  - 6. [Agreement forms](#)
  - 7. [Achievement certificate](#)
  - 8. [Weekly SMART target form](#)
  - 9. [Individual learning plan \(ILP\) template](#)

## Statement of Intent

Holme St Cuthbert School believes that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**ealistic/Relevant
  - **T**ime bound
- Acknowledging achievement.
- Working, when necessary, with other agencies.

---

Signed by:

L Carini

Headteacher

Date: Sept 2018

K Stevens

Chair of Governors

Date: Sept 2018

## **1. Key roles and responsibilities**

- 1.1. The Governing Body has overall responsibility for the implementation of the Assessment Policy and procedures of Holme St Cuthbert School.
- 1.2. The Governing Body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The Headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of Holme St Cuthbert School.
- 1.5. The SENCO is responsible for maintaining the SEN register, coordinating individual support, handling pupil records received from mainstream schools, reviewing Individual Learning Plans (ILPs), and managing statutory assessment.
- 1.6. Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to IPLs.
- 1.7. All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and Headteacher.
- 1.8. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments and by following exam regulations specified by examination boards.
- 1.9. Parents/carers are expected to engage with the school in the assessment process by attending parent's evenings and meetings and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

## **2. Definitions**

- 2.1. Holme St Cuthbert School defines "assessment" as either:
  - Activities undertaken by teachers, and by students assessing themselves which provides information to use as feedback.
  - Activities which enable modification of teaching and learning activities to improve achievement.
  - Activities which lead to formative or summative feedback.
- 2.2. Holme St Cuthbert School defines "assessment for learning" as any formative assessment activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.
- 2.3. Holme St Cuthbert School defines "summative assessment" as activities which assess final achievement at the end of the year.

- 2.4. Holme St Cuthbert School defines an “Individual Learning Plan” as a strategy which shows how a learner will get from their starting point on a learning journey, to the desired end point.

### **3. Training of staff**

- 3.1. At Holme St Cuthbert School, we recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.
- 3.2. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

### **4. Baseline assessment**

- 4.1. Pupils joining Holme St Cuthbert School will receive a baseline assessment when they start.
- 4.2. Strategies for baseline assessment include:
- EYFS - Assessing pupil progress over the first 6 weeks that they are enrolled.
  - EYFS - Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than National Curriculum content.
  - Use Rising Star curriculum tests.
  - KS1/2 children will be given end of year assessments to plot below, expected and above age expectations.

### **5. Formative assessment (Assessment for learning)**

- 5.1. Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children’s continuing progress.
- 5.2. Formative assessment is a powerful way of raising pupils’ achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- 5.3. Formative assessments are used to:
- Identify children’s strengths and gaps in their skills/knowledge.
  - Identify next steps for learning.
  - Inform future planning.
  - Enable appropriate strategies to be employed.
  - Facilitate the setting of appropriate targets for the class, group and individual.
  - Track the child’s rate of progress.
  - Facilitate an evaluation of the effectiveness of teaching and learning.
  - Inform future teaching and learning strategies.
  - Identify individuals and groups for specific intervention support.

- 5.4. Formative assessment will not be punitive.
- 5.5. Formative assessment will be used to guide teaching and learning and help pupils achieve their targets.
- 5.6. Formative assessment will not be used to judge a teacher's performance.
- 5.7. Formative assessment is not included as part of a pupil's final grade, but will be recorded as part of ILPs.
- 5.8. Methods of formative assessment at Holme St Cuthbert School include:
  - Q&A
  - Hot seating
  - Quizzes
  - Self-assessment
  - Marking and next steps

## 6. Summative assessment (Assessment of learning)

- 6.1. Summative assessment is important for:
  - Accurate information regarding a child's attainment and progress.
  - Informing both parents and teachers of a child's attainment and progress.
- 6.2. Summative assessments:
  - Identify attainment through one-off tests at any given point in time.
  - Record performance in a specific area on a specific date.
  - Provide end of key stage test data against which the school will be judged.
  - Ensure statutory assessments at the end of KS1 and KS2.
  - Provide information about cohort areas of strength and weakness to build from in the future.
- 6.3. Summative assessment will be used to determine a pupil's final grade.
- 6.4. Summative assessment will be used to judge a teacher's performance.
- 6.5. Summative assessment data will be used to monitor the progress of individuals and groups of pupils.
- 6.6. Methods of summative assessment at Holme St Cuthbert School include:
  - End of year tests/SAT's.
  - Half termly Rising Star progress tests.

## 7. Assessment and reporting

- 7.1. Early Years Foundation Stage:
  - **Focused Observations:** three -four children are identified each week and a focused observation will be carried out on these children. This involves focussing on the child for approximately ten minutes and documenting what they do. The adult will support play when conducting this observation if appropriate. The focused observation is then analysed against the

'Development Matters' objectives in the Foundation Stage Curriculum Guidance and next steps are identified and planned for, for the following week. The children will have at least one focussed observation per term.

- **Short observations:** these are spontaneous 'capture the moment' short observations. Teachers and Early Years Practitioners (EYPs) document onto sticky notes what the child has done e.g. Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. These are then annotated with the appropriate Development Matters band and filed into the pupil's individual learning journal along with long observations. Both the long and short observations are used to provide evidence to assess and fill out the Foundation Stage Profile and termly judgements are made using this information.
- **Scholar Pack:** creates an electronic scrap books that highlight key achievements for the children. Photographs of key events in reception and exemplar pieces of work mainly done independently by the children are included in this. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the book to create a whole picture of the child. These electronic books provide key evidence in support of the ELG'S, which provides a record of attainment for each child and there GLD.
- **Focus Activity:** during focused activities, teaching staff write comments on the child's work, on sticky notes often identifying the level of support needed or if the work was done independently. Children are encouraged to discuss their work and next steps are also discussed with the children in child friendly terms.
- All of the information collated over the year provides the evidence base for the Early Learning Goals at the end of Reception.

## 7.2. Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- Termly tests may be used to identify progress and gaps in learning.
- The tracking grids identify under-achieving pupils and set targets, in reading, writing and maths for individual pupils and groups.
- Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.
- Pupils will receive regular and timely verbal feedback on their progress.

## 8. Planning for assessment

- 8.1. The National Curriculum Programmes of Study and Early Learning outcomes are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

- 8.2. Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.
- 8.3. Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

## **9. Assessment methods/materials:**

- 9.1. Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.
- 9.2. Results of published tests are used to contribute to overall teacher assessments

## **10. Reporting**

- 10.1. Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.
- 10.2. We provide opportunities for three parent consultation evenings/days so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- 10.3. We provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- 10.4. We give parents the opportunity to discuss their child's progress, by appointment.

## **11. Moderation**

- 11.1. Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.
- 11.2. Early Years staff participate in moderation sessions with other practitioners in our cluster.

## **12. Individual learning plans (IEPs)**

- 12.1. At Holme St Cuthbert School, IEPs are available for pupils who are not progressing as expected in order that pupils can lead their own achievement.
- 12.2. IEPs are reviewed termly to ensure that they are still effective.

### **13. Special educational needs (SEN)**

13.1. Our graduated response to SEN, including early intervention strategies and support, is detailed in our SEN Policy.

### **14. Rewarding achievement**

14.1. Holme St Cuthbert School acknowledges achievement in the following ways:

- Dojo points.
- Toy box.
- Golden Time
- Raffle prizes Termly
- Visits and trips

## **Appendix 1: Marking guidance**

This guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

### **Formative Assessment and Focused Marking:**

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning.

Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

### **Writing**

Focussed marking of children's writing should relate to either the specific learning objective (communicated through 'I can...' statements), or the next step target for each child.

Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected, provided children are given an opportunity to practise them.

### **Maths**

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the steps needed to enable them to make further progress.

### **Other subject books**

Marking will be judged against the learning objective. Teachers will be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects.

### **Self-assessment**

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another child's work).
- Two stars and a wish (children identify two ways in which their work meets the learning objective and one thing that they could improve).
- Self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating own or a peers work to demonstrate appropriate use of text features

### **1:1 mentoring**

Staff will meet for 10 minutes each term on a 1:1 basis with pupils to discuss their progress and next steps. Attitude, attendance and punctuality will also be discussed.

## Appendix 2: Assessment materials, tools and tests

<b>Reading</b>	<ul style="list-style-type: none"><li>• Focused marking.</li><li>• Pupil observations.</li><li>• Book/work scrutiny.</li><li>• Guided Reading Records.</li><li>• Running Records (PM Benchmark).</li><li>• Tests.</li><li>• Teacher planned comprehension tests/activities.</li><li>• Phonic phase assessments (including flashcards).</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Focused marking.</li><li>• Pupil observations.</li><li>• Book/work scrutiny.</li><li>• Writing samples (independent where possible).</li><li>• Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/alternative graphemes).</li><li>• Results of class tests (e.g. weekly spelling tests).</li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Focused marking.</li><li>• Pupil observations.</li><li>• Book/work scrutiny.</li><li>• Results of weekly mental maths tests.</li><li>• Tests.</li></ul>

### Appendix 3: Contents of class assessment folder

<b>Autumn Term</b>	<b>English</b> <ul style="list-style-type: none"> <li>• Update of tracking grids for reading and writing based on focused marking and observations of children’s learning.</li> <li>• Independent writing samples.</li> <li>• Assessments of phonic phase for each child (EYFS/KS1).</li> <li>• Set new learning targets.</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• On-going update of tracking grids for maths based on focused marking and observations of children’s learning.</li> </ul>
	<b>Foundation Subjects</b> <ul style="list-style-type: none"> <li>• Record significant progress against NC learning targets.</li> </ul>
<b>Spring Term</b>	<b>English</b> <ul style="list-style-type: none"> <li>• On-going update of tracking grids for reading and writing based on focused marking and observations of children’s learning.</li> <li>• Independent writing samples.</li> <li>• Assessments of phonic phase for each child (EYFS/KS1).</li> <li>• Set new learning targets.</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• On-going update of tracking grids for maths based on focused marking and observations of children’s learning.</li> <li>• Set new targets.</li> </ul>
	<b>Foundation Subjects</b> <ul style="list-style-type: none"> <li>• Record significant progress against NC learning targets.</li> </ul>
<b>Summer Term</b>	<b>English</b> <ul style="list-style-type: none"> <li>• On-going update of tracking grids for reading and writing, based on focused marking and observations of children’s learning.</li> <li>• Independent writing samples.</li> <li>• Assess phonic phase for each child (EYFS/KS1) and update phonic phase grid.</li> <li>• Year 1 Statutory Phonics Test.</li> <li>• Year 2 and Year 6: SATs Tests - Reading, Writing and Spelling and Teacher Assessments.</li> <li>• National Curriculum levels and targets recorded on End of Year Report.</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• On-going update of tracking grids for maths based on focused marking and observations of children’s learning.</li> <li>• Year 2 and Year 6: SATs Tests - Written and Mental and Teacher Assessments.</li> <li>• Set new targets.</li> <li>• National Curriculum levels and targets recorded on End of Year Report.</li> </ul>
	<b>Foundation Subjects</b> <ul style="list-style-type: none"> <li>• Record significant progress against NC learning targets and complete End of Year Report.</li> </ul>

**A separate guided reading folder is kept. This includes guided reading groupings and assessments, as well as individual reading records.**

## Appendix 4: School assessment schedule

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• On entry data for foundation stage profile in nursery and reception.</li> <li>• Class profiles updated and end of year targets set.</li> <li>• Parents' consultation meetings.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> <li>• 1:1 teacher – pupil mentoring.</li> <li>• SEN surgeries.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Class profiles updated.</li> <li>• Pupil progress reviews.</li> <li>• Individual and class intervention trackers produced.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Parents' consultation meetings.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class profiles updated.</li> <li>• Class assessment folder updated (on-going).</li> <li>• SEN surgeries.</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Class profiles updated.</li> <li>• Pupil progress reviews.</li> <li>• SEN intervention trackers reviewed.</li> <li>• Individual and class intervention trackers produced.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Phase group and cross phase assessment moderation meetings.</li> <li>• End of year reports produced.</li> <li>• Prepare class hand-over folders.</li> <li>• Year 6 SATs.</li> <li>• Year 2 SATs.</li> <li>• Local Authority SATs moderation meetings for Reception, Year 2 and Year 6.</li> <li>• Class assessment folder updated (on-going).</li> <li>• SEN surgeries.</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Year 1 phonics test.</li> <li>• Class profiles updated.</li> <li>• Pupil progress reviews.</li> <li>• Report EYFSP to Local Authority</li> <li>• Report Year 1 phonics assessment results to Local Authority.</li> <li>• Report Years 2 and 6 SATs results to Local Authority.</li> <li>• Report all results of statutory assessments to parents.</li> <li>• Annual reports sent to parents.</li> <li>• End of year parent transition meetings.</li> <li>• Class assessment folder updated in preparation for class handover meeting (on-going).</li> <li>• Class handover meetings (current teacher meets receiving teacher to share information).</li> </ul>

## Appendix 5: The assessment cycle





