

# Hutton Cranswick CP School



**Together We Achieve**

## Assessment Policy

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# Hutton Cranswick Community Primary School

## Assessment Policy

### Introduction

At Hutton Cranswick Community Primary School we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this. This includes:

- Teacher marking and feedback
- Observations and Group work
- Formal Summative Assessments (Including National Tests)
- Weekly tests (Spellings, mental maths, tables, grammar etc.)

This policy is written in line with all subject based policies and the Marking and Feedback Policy.

### Aims

- To maximise learning, attainment and achievement
- To ensure children progress, know their achievements and their next steps
- To provide an appropriate curriculum
- To internally track pupils' attainment and progress
- To ensure teacher planning is amended in order that the teaching and learning meets the needs of all children (Assessment for Learning (AfL))
- To have a consistent approach that measures school progress against national standards

### Principles

#### **i) AfL will be at the forefront of our assessment process, and will involve:**

- Sharing learning intentions – so children know what they are learning in a language suitable to their age
- Identifying success criteria - which will make the children effective, independent learners
- Questioning - to identify the understanding of the children
- Observation – monitoring children's application and attitudes to learning
- Discussion – in a variety of individual, paired or group situations
- Oral feedback – informing the children throughout the lesson of their progress and feedback on future learning
- Developmental marking – marking that provides opportunities to develop marked work and improve the quality of it
- Peer assessment – children assessing the work of their peers
- Self assessment – children assessing their own work (Traffic light learning objectives – Red, Amber, Green (RAG))
- Target setting – clear personalised targets for every child
- Tracking - effective monitoring of children's progress to help with the allocation of staff and resources, feeding into FLiC
- Pupil progress meetings – class teachers will meet formally with the appropriate member of the Senior Leadership Team (SLT) to discuss the progress of each child in their class on, at least, a termly basis.

#### **ii) Assessment of children can take different forms including observations and discussions as well as the formal assessment of written work and tests.**

#### **iii) As well as Marking and Feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.**

### Assessment Types

We use a range of assessments:

- Diagnostic – identifying pupils strengths and weaknesses within all learning areas
- Evaluative – making judgements about the effectiveness of learning and teaching
- Formative – informing the planning process of the next steps to learning
- Summative – measuring pupil performance and achievements at a particular stage.

## Monitoring and Evaluation

Both teacher formative and summative assessments are moderated by SLT to ensure parity every term. Assessment data informs appraisal targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by the HT and DHT, and Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

## Role of Stakeholders

Assessment is collaborative and involves all members of the school community.

- **Governors** – Oversee the policy and ensure that assessment for learning drives learning and teaching within the school, as well as analysing school and national data
- **Senior Leadership Team** – Have a vision that the school will collectively apply assessment for learning so there is maximum impact of children's learning and achievement, as well as analysing school and national data. Internal and external moderation of teacher assessments is also crucial.
- **Teachers** – Apply assessment for learning fully within their teaching to maximise learning and teaching opportunities, and to know how the impact of their teaching is progressing all children towards or beyond the national standard
- **Teaching Assistants** – Use assessment for learning techniques to help teachers and children make judgements on the learning and identify the next stages for learning
- **Parents/Carers** – Are aware of the children's targets and support children in achieving the next stage of their learning
- **Children** – Have responsibility for their own learning, are able to talk about their learning and support peers in their learning.

## Early Years

Baseline assessments are completed within the first 6 weeks of starting school using the EYFS Profile. Evidence of achievement (nursery profiles, photographs, anecdotal notes, detailed observations and samples of work) is collected throughout each child's time in reception. This is completed online using the Tapestry system.

Profile results are submitted to the LA during the summer term and handed to the Year 1 teacher at the end of the academic year.

Moderation of baseline happens annually with the LA and largest feeder, and statutory moderation is completed in each summer term.

## Assessment in Key Stage1 and 2 (English and Mathematics)

On-going teacher formative assessment is carried out daily. Alongside this, summative assessments are carried out each half term. These are tracked on a separate tracking system in school and are used to inform teacher assessments.

Teacher assessments are then entered on to the schools tracking system and progress maps created to show attainment and progress against targets. This data is analysed to identify groups and individuals who may require further intervention and those who are making accelerated progress. Targets for pupils are set at the start of each year and discussed during Pupil Progress Meeting throughout the year. These targets are linked to appraisal. The data analysis informs the School Improvement Plan and School Self Evaluation documentation and drives forward staff training and support packages within school.

National Assessment SATs tests are carried out at the end of Year 1, 2 and 6 and past papers and optional SATs used by staff in Years 3, 4 and 5 in the summer term to inform teacher assessments. Assessment data is provided to parents twice a year (Spring and Summer).

### **Assessment within Curriculum Subject Areas**

Although pupils are not formally assessed in other subject areas, we believe it is vital for the school to know how they are doing in order to make progress and for middle/subject leaders to develop practice within their subjects. Formative assessments are made using FLiC, and middle/subject leaders analyse the data to look for trends and cohort differences.

### **Individual Education Passports**

Passports are written and reviewed three times each year as part of the assessment for learning procedures. Please refer to the SEND policy for specific procedures.

### **Role of the Governors**

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the buildings and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching and continually drive the school improvement process.

## How and when are assessments made across the school year?

2018/2019	KS1	KS2	SLT
<b>Autumn 1 (8 weeks)</b>	<i>Pupil Progress discussion by the end of week 2.</i> FLiC for maths objectives, writing areas and foundation subjects. Rising Stars tests for Maths, GPS and Reading. <i>Add Rising Stars tests scores to class excel by the end of week 7.</i>	<i>Pupil Progress discussion by the end of week 2.</i> FLiC for maths objectives, writing areas and foundation subjects. Y3/4/5 NFER Autumn suite for Reading, Spelling and Maths. Y6 Past SAT paper for Reading, Maths and GPS. <i>Add NFER and past SAT paper scores to class excel by the end of week 7.</i>	<b>National Data Analysis</b>  <b>School Improvement Planning</b>  <b>Target Setting</b>  <b>Appraisal Targets</b>  <b>Monitoring</b>
<b>Autumn 2 (7 weeks)</b>	FLiC for maths objectives, writing areas and foundation subjects. FLiC for Autumn Summative Reading, Writing and Maths. PIRA – Reading and PUMA – Maths tests. Rising Stars tests for GPS. <i>Data input to class excel (tests/FLiC %/FLiC summative) by the end of week 6.</i>	FLiC for maths objectives, writing areas and foundation subjects. FLiC for Autumn Summative Reading, Writing and Maths. PIRA – Reading and PUMA – Maths tests. Rising Stars tests for GPS. <i>Data input to class excel (tests/FLiC %/FLiC summative) by the end of week 6.</i>	<b>Moderation of Assessment</b>  <b>Pupil Progress Meetings</b>  <b>Whole School Data Analysis</b>  <b>Present to Governors</b>
<b>Spring 1 (6 weeks)</b>	<i>Analysis and Pupil Progress discussion by the end of week 2.</i> FLiC for maths objectives, writing areas and foundation subjects. Continue with relevant Rising Star tests.	<i>Analysis and Pupil Progress discussion by the end of week 2.</i> FLiC for maths objectives, writing areas and foundation subjects.	<b>Appraisal Review</b>  <b>Monitoring</b>  <b>Moderation of Assessment</b>
<b>Spring 2 (6 weeks)</b>	FLiC for maths objectives, writing areas and foundation subjects. FLiC for Spring Summative Reading, Writing and Maths. PIRA – Reading and PUMA – Maths tests. Rising Stars tests for GPS. <i>Data input to class excel (tests/FLiC %/FLiC summative) by the end of week 5.</i>	FLiC for maths objectives, writing areas and foundation subjects. FLiC for Spring Summative Reading, Writing and Maths. PIRA – Reading and PUMA – Maths tests. Rising Stars tests for GPS. <i>Data input to class excel (tests/FLiC %/FLiC summative) by the end of week 5.</i>	<b>Pupil Progress Meetings</b>  <b>Whole School Data Analysis</b>  <b>Present to Governors</b>
<b>Summer 1 (5 weeks)</b>	<i>Analysis and Pupil Progress discussion by the end of week 2.</i> FLiC for maths objectives, writing areas and foundation subjects. Continue with relevant Rising Star tests.	<i>Analysis and Pupil Progress discussion by the end of week 2.</i> FLiC for maths objectives, writing areas and foundation subjects.	<b>Appraisal Review</b>  <b>Monitoring</b>  <b>Moderation of Assessment</b>
<b>Summer 2 (7 weeks)</b>	FLiC for maths objectives, writing areas and foundation subjects. FLiC for Summer Summative Reading, Writing and Maths. PIRA – Reading and PUMA – Maths tests. Rising Stars tests for GPS. <b>National Assessments</b> Y2 SATs tests for Reading, Maths and GPS. <i>Data input to class excel (tests/FLiC %/FLiC summative) by the end of week 5.</i> <i>Pupil Progress discussions.</i>	FLiC for maths objectives, writing areas and foundation subjects. FLiC for Summer Summative Reading, Writing and Maths. Y3/4/5 NFER Summer suite for Reading, Spelling and Maths. <b>National Assessments</b> Y6 SATs tests for Reading, Maths and GPS. <i>Data input to class excel (tests/FLiC %/FLiC summative) by the end of week 5.</i> <i>Pupil Progress discussions.</i>	<b>Pupil Progress Meetings</b>  <b>Whole School Data Analysis</b>  <b>Present to Governors</b>  <b>National Test Results Analysis</b>  <b>School Improvement Planning</b>  <b>Target Setting</b>
<b>Writing</b>	Independent writing and cross curricular writing opportunities regularly monitored. 15 pieces of independent writing across the year (at least 5 pieces completed in topic areas).		
<b>Formative Assessment</b>	Marking/feedback in line with the marking and feedback policy, observations, questioning, self and peer assessment, target setting (raffle tickets), TA discussions, differentiation, Success criteria.		