

Hevingham School and Hevingham Under 5's Assessment Policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling governors to have a clear understanding of the performance of the school.

Our assessment principles are discussed and shared with cluster schools, inviting other Headteachers into our schools to share our tracking data and assessment practises.

We are mindful of the work load of teacher and the potential to over test children not allowing them to embed their learning and deepen their knowledge. Our more vulnerable children will be included in assessment that is appropriate for them and tracked to ensure that progress is expected or accelerated to ensure that they are not at a disadvantage.

4. Assessment approaches

At Hevingham Primary School and Hevingham Under 5's we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our school's approach to assessment is as follows;

- marking and feedback,
- assessment questions shape teaching and planning
- self and peer-assessment and critique
- observations
- live/adaptable interventions
- involvement of the child each lesson and parents through learning conversations and reports
- gaps in knowledge will be identified and
- misconceptions identified and planned to address

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Our school's approach to assessment is as follows;

- We use end of term assessments, PiRA, PuMa and GaPS for Years 1-5
- KS2 SATs materials for Year 6
- Reflections for EYFS
- Writing is assessed using a writing grid based on end of year expectations

- DNA ticks on Pupil Asset for Science
- Multiplication's trackers, phonics checkers termly or end of phase
- Regular quiz testing through Accelerated Reader for KS2
- POP tasks for foundations subjects following Chris Quigley assessment

This information is used in termly pupil progress meetings to support discussions around progress, barriers to learning and any future interventions that may be needed to support children in different areas of learning.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline within 6 weeks of starting school and EYFS profile at the end of reception
- Phonics screening check in Year 1 and retakes in Year 2 if children don't pass in Year 1
- Year 4 children complete a Multiplication Tables Check
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

Data is collected at key points of the year, at the end of each term. The data is put onto the school's management system, Pupil Asset, and scrutinised by the senior leadership team and subject leaders. Data is gathered by class teachers after completing the assessments described above.

The Headteacher completes a grid to share with governors termly demonstrating progress and expected percentages. This is shared with governors and class teachers, to ensure that identified groups can be targeted in future teaching and interventions.

6. Reporting to parents

In our schools we complete two learning conversations with parents, one in late October and one at the end of the summer term. We send our annual report to parents at the end of the spring term in order to let parents and children be instrumental at setting their targets and being able to implement them in the summer term.

In maintained schools, annual reports to parents must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:
 - The reception year;

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

- The results of any statutory assessment will be reported to parents at the end of the academic year
- Reception parents also have access to Tapestry from the beginning of the year enabling them to weekly observations about their child's learning

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties and using Pre-Key Stage Standards and The Engagement Model to support next steps. IEP's that may be linked to EHCP's are reviewed half termly.

8. Training

Our approach to training considers the following:

- At induction, new teachers spend time with subject leaders to ensure that they have an sound knowledge of assessment in different areas of the curriculum
- We have regular training around SEND to ensure that teachers have an in-depth knowledge of how to support children with SEND in their classes
- Pupil progress meetings allow open discussions around how to approach learners that may be 'stuck' with their progress involving the SENDCo
- Regular moderation is undertaken with cluster schools, and we engage with the Norfolk County Council model of moderation yearly
- Training opportunities are sought from different agencies for example EPSS, SALT etc

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed as and when needed by the teaching and learning committee. At every review, the policy will be shared with the governing board and staff.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies, pupil progress meetings and learning walks.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Any subject specific policies