

ASSESSMENT POLICY

Purpose

At Forest Hall Primary School, we believe the key purpose of assessment is to move all pupils on in their learning in order for them to reach their full potential, now and in the future. Continual monitoring of each pupil's progress gives a clear picture of what each pupil is achieving and their next steps.

It is important that each teacher knows what has been retained, which skills have been acquired, and which concepts have been understood. This enables teachers to reflect on what pupils have learnt and informs future planning. The outcomes of our assessments will help pupils become involved in raising their own expectations.

Assessment should be fair, honest and consistent with a clear purpose.

Aims

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable individual pupils to make progress in their learning.
- Act in the confidence that every pupil can improve.
- Involve both teacher and pupils in reviewing and reflecting upon assessment information.
- Provide feedback which leads to pupils recognising the next steps in their learning and how to work towards achieving these.
- Provide reliable judgements about how pupils are performing, related, where appropriate, to national standards.
- Enable teachers to plan more effectively.
- Provide information to evaluate our work, and set appropriate targets at whole-school, class, group and individual pupil levels.
- Enable parents/carers to be involved in their child's progress.

Teaching and Learning

Assessment is at the heart of our teaching and learning. There are three broad strands of assessment, each with its own purposes.

1. *Day-to-day in-school formative assessment:*

- Question and response during class sessions
- Quality marking of pupils' work, in accordance with the school marking and feedback policy

- Observational assessment

2. *In-school summative assessment:*

- We use the Target Tracker system at the end of every half-term to assess each child's knowledge and understanding in reading, writing, maths and science.
- Foundation stage pupils are assessed across the EYFS Early Learning Goals.
- Spoken language is assessed with this system every term.
- Using Target Tracker, teachers highlight statements about specific areas of learning in each of the above subjects. This indicates whether a pupil is secure in a particular skill/ area of knowledge or whether they are working towards being secure.
- To be assessed as 'secure' the teacher must be confident in their professional judgement, that the pupil can complete this objective independently and can evidence this in the pupil's work.
- Teachers then decide which 'step' each pupil is currently working at and turn the objectives secured to blue.
- The expectations for each year group match the National Curriculum and are divided into 6 steps:

b	b+	w	w+	s	s+
beginning	beginning plus	working towards	working towards plus	secure	secure plus

- Some pupils may be working below age group expectations.
- Some more able pupils may reach s+ before the end of a school year. If this is the case, teachers can use Target Tracker to challenge pupils to achieve 'mastery' of specific areas of learning.
- In assessing a pupil at s+ the pupils must have a deep and secure understanding of the objectives and be applying their knowledge consistently in their work across all relevant curricular areas.

Other forms of in-school summative assessment in each key stage are listed below.

3. *Nationally standardised summative assessment:*

The government believe that the single most important outcome for any primary school is to give as many pupils as possible the knowledge and skills to flourish in the later phases of education. All children in England are assessed by statutory tests at key points in their education to assess this outcome. These tests have two aims – to provide standard information to parents and to give a picture of school performance. The statutory tests for each key stage are listed below.

EYFS

(a) *In-school summative assessment:*

- Target Tracker assessment at the end of every half-term
- Early Years Profile at the end of the Reception Year

(b) *Nationally standardised summative assessment from September 2019*

- Reception Baseline Check

KS1

(a) *In-school summative assessment:*

- Target tracker assessment at the end of every half-term
- Termly writing assessment which is moderated across school to ensure consistency
- Standardised reading tests (twice a year)
- Standardised spelling tests (twice a year)
- Reviews for pupils with SEND
- Pre- and post-unit tests for maths topics
- Termly handwriting assessment

(b) *Nationally standardised summative assessment:*

- Statutory tests at the end of Key Stage 1 in reading and maths
- Teacher assessments at the end of Key Stage 1 in reading, writing, maths and science
- Phonic screener in June for Year 1 pupils and Y2 pupils who did not achieve the standard

KS2

(a) *In-school summative assessment:*

- Termly writing assessment which is moderated with other teachers in our school to ensure consistency
- Standardised reading tests (twice a year)
- Standardised spelling tests (twice a year)
- Reviews for pupils with SEND
- Pre- and post-unit tests for maths topics
- Termly tests for grammar, spelling and punctuation
- Termly handwriting assessments
- RWI spelling tests at the end of each spelling unit (KS2)

(b) *Nationally standardised summative assessment:*

- Statutory tests at the end of Key Stage 2 in reading, maths and GPoS (Grammar, Punctuation and Spelling).
- Teacher assessments at the end of Key Stage 2 in reading, writing, maths and science.

Inclusion

It is recognised that *all* pupils, including those with special educational needs, must be given opportunities to show what they know and can do.

Where a child is not making the expected progress, the class teacher will work alongside the headteacher, SENDco, parents/carers and external agencies (where appropriate) to plan tailored support.

Formative assessment is at the centre of assessment for children with identified special needs or disabilities in the same way as it is for all other children.

Modifications will be made by teachers to ensure questioning, talk, marking and feedback are all accessible for children, depending on their specific needs. If a child is working below age-related expectations, teachers support the child in making an expected amount of progress from their starting point.

Resources

Teachers use a variety of resources to assess pupils. All pupils in our school are assessed using the Target Tracker system. Hodder reading tests are used to calculate the reading ages of pupils and to measure the progress made in their reading skills over time. HAST tests are used to measure progress in spelling ability and to calculate spelling ages. Literacy and Language resources are used to assess each pupil's knowledge and understanding of grammar at the end of each term. Teachers use Read Write Inc spelling assessments to judge progress achieved by each pupil in specific spelling units. Y2 and Y6 teachers use statutory tests from previous years and published tests to assess the children against the national standard and prepare them for their end of key stage tests. Y.A.R.C is used to identify areas of difficulty in reading and the Sandwell test is used to pinpoint gaps in conceptual understanding in maths

Monitoring

The assessment lead will monitor and evaluate the assessment procedures listed in this policy as well as update teachers on changes regarding Target Tracker and national statutory assessment. The assessment lead will also inform teachers which assessment information needs to be updated each half-term for Update Day.

Roles and Responsibilities

The Governing Body is responsible for ensuring compliance with the legal requirements of the National Curriculum. The Curriculum Sub-Committee are responsible for the approval and review of this policy.

The Headteacher will monitor the effectiveness of this policy by:

- Ensuring all school personnel are aware of and comply with this policy
- Working closely with the school lead for assessment
- Ensure compliance with the legal requirements of the National Curriculum and the Department for Education
- Provide leadership and vision in respect of equality
- Provide guidance, support and training to all staff

The Assessment Lead will monitor the effectiveness of assessment by:

- Analysing assessment data
- Ensuring continuity and progression throughout the school
- Provide guidance and support to all staff
- Attending Local Authority Assessment Network meetings to find out and disseminate relevant information
- Update staff with any changes regarding the Target Tracker System

Teachers will:

- Carry out ongoing formative assessment through observations in lessons and marking books.
- Ensure that Target Tracker assessment is carried out correctly at the end of every half-term.
- Organise and carry out the school and statutory tests listed in this policy.
- Use formative and summative assessment to inform their lesson planning, discover gaps in knowledge and understanding and plan the 'next steps' for pupils so that they can achieve their potential.

Teaching Assistants will:

- Carry out assessment tasks as directed by the teacher

Parents/ carers are encouraged to regularly discuss their child's progress with the class teacher. This can be through attending progress evenings and during drop in sessions. Through assessments and analysis carried out in school, teachers and parents/carers can discuss how to best help a pupil achieve their potential. Parents/carers support their child by having them at school on time and ready to learn.

Pupils also support assessment by always trying their best and being ready to learn.

Links to Other Policies

Marking and Feedback Policy

All curriculum policies

SEND Policy

Review Date

This policy was ratified by the Curriculum Committee in July 2018 and will be reviewed following consultation with staff school in July 2020.

N Renaldi
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June 2018