



## Assessment Policy

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Reviewed signature	James Gray

## **Introduction**

At Hady Primary School we believe in the importance of high quality education for all, where happiness is derived from achievement and positive self-esteem. We believe this will be accomplished through children taking responsibility for their own learning, a close partnership with parents, and highly motivated and skilled staff who have a clear understanding of how assessment improves teaching and learning.

Our curriculum is taught through the mastery approach. It emphasises key concepts, key ideas and key skills. It includes wide reading, practical work in science and application of maths. It opens the door to a deeper understanding, securing deep learning in central concepts and ideas. Assessment focuses on whether children have understood the key concepts rather than achieved a particular level and is heavily influenced by formative assessment.

## **The Purpose of Assessment**

Assessment should support teaching and learning by identifying what children already know and can do and how they might move to the next piece of learning. Assessment, therefore, should be evident in all lessons.

- For children, the purpose of assessment is to empower them to become better learners by understanding their own learning and how to progress and achieve beyond it.
- For teachers, assessment should develop an understanding of the individual needs of children so that target setting is meaningful and informs planning, teaching and learning for progress.
- For other staff and governors, assessment information will inform an understanding of the current and potential children's outcomes.
- For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

## **The Principles of Assessment**

Assessment should:

- recognise and celebrate individual successes in order to encourage and motivate all children;
- be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the children.
- allow children to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
- help shape targets for improvement;
- allow teachers to plan for teaching and learning that meets the individual needs of all the children in the classroom;
- underpin teaching and learning in order to ensure progress for every child.
- be accessible for parents and enable them to take an active and informed part in their child's education;

## **The Types of Assessment**

Assessment will be undertaken in a range of different ways for different subjects. However all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include:

- oral feedback
- self-assessment
- peer-assessment
- group/whole class assessment
- written marking of work
- teacher/child questioning
- assessment of exemplar work of different stages
- use of assessment criteria and examination materials

## **The Leadership and Management of Assessment**

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

- ensuring that all teachers know what is expected of them in assessing children;
- helping teachers make well-founded judgements about children's attainment and progress;
- monitoring that assessment for learning is a key factor in planning for teaching and learning;
- monitoring the accuracy of the information provided to parents about their child's attainment and progress;
- tracking the attainment and progress of individual children and groups of children over time;
- monitoring practice in assessment and take appropriate actions as required;
- using assessment information when planning training and CPD;
- comparing the progress made by different groups of children to ensure that no group is disadvantaged;
- using assessment and monitoring to ensure that the curriculum meets the needs of children;
- monitoring the role of Subject Leaders in ensuring good practice in assessment is consistent across all lessons;
- ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

## **The Role of Teachers**

All Teachers should:

- adopt a range of methods to ensure that they can assess the progress of all students accurately;

- encourage students to actively engage in assessment for learning;
- ensure that assessment builds students' motivation, confidence and self-esteem;
- ensure that lessons begin with clear expectations and students are aware of how progress will be measured;
- ensure that all students know and understand the learning objectives of the lesson;
- identify through assessment, and intervene with as necessary, those students at risk of underachievement;
- ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
- use the expertise of the Teaching Assistant to inform the assessment process;
- encourage children to take responsibility for their own learning through self/peer assessment, setting appropriate targets with the teacher and asking for help and advice when necessary;
- adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
- ensure feedback is given in accordance with our marking policy.

## **Data and testing expectations**

### **Assertive mentoring**

Maths:

- Weekly Skills Check
- Weekly Times Tables Tests
- Half termly tests X 4 (1- September (baseline 1<sup>st</sup> week) second-- December, third - Easter, fourth- June)

English

- Weekly Grammar Hammer skills checks
- 6 pieces of writing moderated as Key Stage - termly
- Termly reading assessment x 3 (December, Easter and June) plus baseline assessment in September.
- Reading Comprehension at least weekly and assessment every term

### **Balance:**

Balance is a formative, in classroom tool focusing on the:-

- Depth of understanding (mastery approach).
- Involves children in their learning
- Understands learning is not linear-customised trend lines taking into account that each pupils learning journey is unique
- Integrates planning-curriculum objectives are used from the national curriculum statements
- Supports classroom practice – Assessment for Learning, verbal feedback

- Completed weekly against the 0-9 scale of understanding.
- 9 and padlock - secured independently (do not need to teach this directly again - children would be able to complete successfully without further input (and at any revisit to that objective)
- 7 and 8 - can work independently on this – would require a revisit and asking them to complete without direct teaching - input could be needed to be sure they have secured this objective
- 4 5 6 secured in the lesson - but do need to revisit to show can do at a later date independently - more teaching to secure this objective
- 1 2 3 -not got this in the lesson - may have developed their knowledge but would not expect that this is secured or embedded learning and definitely needs another teaching input session
- Progress is measured against coverage of subject–see trend line
- Progress of all groups monitored and pupil consultation held with HT and DH 3x year. Ongoing weekly meeting held in professional dialogues

#### Statutory Tests:

- KS1 SATs
- KS2 SATs
- Y1 Phonics screening test

#### Foundation Stage:

- Baseline in first 6 weeks. (FS1 & 2)
- Tapestry Online Learning Journey ongoing throughout year for continuous assessment.
- EYFS profile completed at end of FS

#### In addition:

- Parent Consultations x 3 (December, Easter and July)

#### Reading Baseline:

Based on teacher completing individual reading sessions with all children in 1<sup>st</sup> week September. Checking reading colour is correct, plus discussion to establish understanding.