



ASSESSMENT POLICY

Our mission statement: '**Valuing Potential, Creating Opportunities**'
This policy to be read in conjunction with **Equal Opportunities Policy, Marking Policy**
Teaching & Learning Policy, SEND Policy

VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

RATIONALE

Our vision is realised through our school policies and systems and the purpose of this assessment policy is to help pupils know what they are doing well, and know what they need to do to improve.

We believe that accurate assessment can be accomplished through a close partnership with parents, by the school employing highly motivated, skilled staff and pupils taking responsibility for some aspects of their own learning. At Hartsbourne we acknowledge three aspects of assessment:

- **Day-to-day assessment for learning:** this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement
- **Periodic review:** a profile of pupils' learning using HfL exemplification documents and writing assessment criteria. Outcomes are tracked using HfL attainment profiles.
- **Transitional assessment** – the use of summative tests and tasks that formally recognise pupil achievement and are shared with pupils and their parents.

NB: Assessment procedures in school can be affected by a number of different external factors, including the implementation of specific government strategies and our statutory obligations.

AIMS AND OBJECTIVES

At Hartsbourne, we will:

- Help children develop positive attitudes to work and show them how to achieve well.
- Provide an accurate picture to parents of their child's achievement and progress made.
- Provide assessment information for use with the whole class, groups within the class and individuals.
- Make accurate judgements about a child's attainment and progress based on knowledge gained from techniques such as observation, questioning, marking and testing.
- Enable children to demonstrate what they know, understand and can do.
- Provide the Head teacher and governors with information that allows them to make judgements about the effectiveness of the school.
- Set targets using the national age-related expectations.

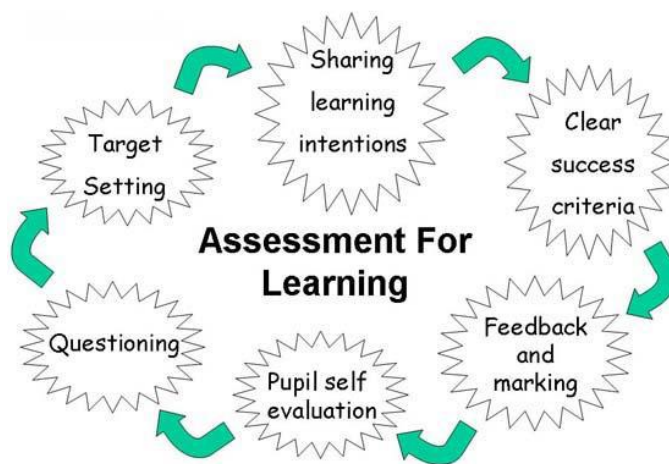
ASSESSMENT FOR LEARNING (Formative Assessment)

Assessment for learning is the use of assessment in the classroom to raise pupil 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 this aim. Effective assessment for learning involves:

- The sharing of clear, learning goals and objectives with pupils (WALT; we are learning to....).
- Helping pupils know and recognise the criteria for success* within the lesson and long term.
- Providing consistent feedback and marking that helps pupils to identify how to improve.
- Looking at a range of other pupils' responses to the task to help pupils understand how to use the success criteria to assess their own learning.
- Pupils learning self-assessment techniques to discover areas they need to improve.
- The use of effective questioning to assess progress.
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting individualised targets for improvement.
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

*Success Criteria

- Success criteria will be evident in planning, shared on the learning wall, via the whiteboard, and/or through verbal explanation. Success criteria will link directly to the learning goal or intention; and will incorporate the 'steps for success' that pupils need to take to achieve well.



ASSESSMENT OF LEARNING (Summative Assessment)

Assessment of learning involves judging pupils' performance against age-related and/or national standards. Teachers may make these judgements (summing up) at the end of a unit of work, end of a year, or of a key stage. Outcomes from core curriculum assessments will be tracked termly.

Foundation Stage Profile

Children will be assessed on entry to the reception class where staff will add information to an assessment profile for each individual. Insights will be shared at parent consultation meetings. Learning Journeys will be used to highlight achievements and next steps. Parents will be invited to contribute to Learning Journeys.

Year 1 Phonics Check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Y1 class teacher and results are included within the Year 1 end of term report. Pupils who do not meet the standard set by the Government will be re-assessed at the end of Year 2.

SATs

Children in Year 2 and Year 6 are assessed during May in English and maths. KS1 is teacher assessed and moderated with HfL and/or an external moderator. KS2 Reading, Grammar, Punctuation and Spelling and maths, are marked externally and reported alongside teacher assessment. Writing is teacher assessed only and moderated. The results of these assessments are reported annually to parents by the governing body.

MARKING AND FEEDBACK (See also the Marking and Feedback Policy)

Feedback enables pupils to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback explains what the next steps should be. Pupils achieve by building on previous performance. Four types of marking and feedback will be implemented at Hartsbourne:

1. **Verbal Feedback and Intervention:** to prompt deeper thinking, and swiftly address misconceptions during lessons. This includes effective questioning to clarify tasks and enquiry, mini plenaries and mid-lesson adjustments for whole class, small group and 1:1.
2. **'Light'** marking of written work that recognises attainment, progress, success and completion.
3. **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
4. **Self and Peer Assessment** of the attainment and success of a piece of work. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

TRACKING PUPIL PROGRESS

The school is firmly committed to ensuring that all pupils make good or better progress from their respective starting points when they join the school. A record of every pupil's academic performance will be kept on the school's computerised tracking system (Sims). Teachers of pupils in the Early Years Foundation Stage use the **e-profile** tracker.

Teachers will be given access to the relevant spreadsheets for their class so they can see how individual pupils have performed since the point when they first joined the school. A picture of a pupil's progress over time, and their rate of progress during a particular year, will be established.

An accurate baseline against which to measure future progress needs to be established by teachers for those pupils who join the school after the reception year. Every year new pupils join at the start of, or within, an academic year. It is the responsibility of the teacher to quickly establish what point these children have reached in their learning. Previous school records will be made available. Subsequently, suitably ambitious pupil performance targets should be set for the academic year. The purpose of tracking pupil performance is to:

- Monitor academic standards.
- Ensure that teachers always know the point that a pupil has reached in their learning.
- Use this information to plan future learning that is pitched at an appropriate level of challenge.
- Know which pupils require additional support (and intervene accordingly).
- Know which pupils require additional challenge (and provide this).
- Be aware of pupils' rates of progress and consider the reasons for this.
- Analyse the performance of individuals and different groups of pupils.
- Ascertain individuals, groups, classes or cohorts that require additional support (including the most able).
- Hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

ATTAINMENT AND PROGRESS (ACHIEVEMENT)

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Progress is a relative measure that refers to how much progress a pupil has made from an initial starting point (attainment). It refers to the difference between where a pupil started from and where

they have reached. Progress can be measured over different time frames: a few weeks, a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

Achievement Is a term usually used to mean both attainment and progress. As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment they are capable of. However, it is quite possible for:

- A high attaining pupil to make low progress. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- A low performing pupil to make good or better progress. This means that the pupil concerned is still performing below the national average for age, but is making good progress from the starting points identified; this pupil is achieving well.
- A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their progress might be outstanding.

TARGET SETTING

A target will be defined as 'expected pupil attainment, based upon their previous performance, plus challenge (aspiration).'

At Hartsbourne, class teachers will set provisional performance targets for their year group. The Senior Leadership Team (including the Senco) will monitor progress against Key Stage targets and adjust if necessary.

Targets will be both aspirational and ambitious. The teacher's level of expectation for pupils should be high. High expectations have been described as a '*crucial characteristic of virtually all unusually effective schools*'. Extensive research demonstrates clearly that it is a teacher's ambition for a pupil which raises that pupil's expectations and leads to higher standards being achieved. Teachers who have aimed high have secured the most progress.

The progress pupils have made towards the performance targets set will be one of the topics for discussion in teachers' performance management review meetings. Teaching staff are accountable for the value that is added to each child's learning during the year that they taught that class.

POLICY REVIEW

This procedure has been agreed by the staff and Governors in the autumn term 2016 and will be reviewed in line with the school's cycle of policy reviews.

DATE OF POLICY:	SEPTEMBER 2016	DATE OF NEXT REVIEW:	SEPTEMBER 2018
MONITORED BY:	SENIOR LEADERSHIP TEAM	STRATEGY COMMITTEE	