



## 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**

### **POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed.

<b>DATE OF POLICY:</b>	September 2025	<b>DATE OF NEXT REVIEW:</b>	September 2027
<b>MONITORED BY:</b>	SENIOR LEADERSHIP TEAM, TEACHING AND LEARNING COMMITTEE		

### VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

### **RATIONALE**

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 aspects of their own learning. At Hartsbourne we take two main approaches to assessment:

- **Formative assessment:** also known as assessment for learning, formative assessment happens on a day-to-day basis and includes both assessment data gained by teachers during a lesson, as well as assessment data gained when marking recorded work after a lesson.
- **Summative assessment:** this form of assessment is a periodic check of the progress children are making by assessing their memory of what they have learned. Summative assessment will take different forms depending on the subject, i.e. assessing writing against a checklist, completing an end-of-term test in maths, creating a double-page spread in science, etc.

### **AIMS AND OBJECTIVES**

At Hartsbourne, teachers will:

- Help children develop positive attitudes to learning and show them how to achieve well.



- Provide an accurate picture to parents of what their children do well and how they can further improve.
- Provide assessment information for analysis at whole-class level, group demographic level and at individual level.
- Make accurate judgements about a child's attainment and progress based on knowledge gained from techniques such as observation, questioning, marking and testing.
- Provide opportunities for children to demonstrate the knowledge and skills they have learned.
- Provide the Head of School, Executive Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.
- Set targets collaboratively during pupil progress meetings using national age-related expectations and context of the class.

## **FORMATIVE ASSESSMENT (Assessment for Learning)**

Formative assessment is the use of assessment in the classroom to raise pupil achievement. 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 it. 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.
- The use of retrieval activities to allow children the opportunity to show what they have learned.
- Teachers making effective use of marking and feedback to gain assessment information about which children are achieving daily learning objectives and which children need support to do so.
- Teachers adapting lesson plans to suit the needs of the cohort by providing either more support or greater stretch and challenge, depending on what is required.

## **Success Criteria**

In many subjects, teachers will either provide criteria for success, or develop it with the children's input to establish what their work should look like. This will be evidenced by children exploring and unpicking the components in a modelled example, lists of success criteria displayed on walls or in books and evidence of children's evaluation of their own and/or a partner's work against said criteria.

## **Continuous Assessment in the Early Years**

Observation is the most valuable assessment tool available to practitioners in the EYFS. Practitioners in our Nursery and Reception classes make daily observations of children



engaged in child-initiated play, making notes, recording children's conversations and comments, as well as taking photographs. Assessments are also used to ensure that future planning reflects the individual interests and needs of the children in the class. All the observations collected during the Early Years are recorded on individual children's Tapestry Online Journal. Updates to these are made available at the end of each half-term and before each parent's evening meeting.

## **SUMMATIVE ASSESSMENT**

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

All children will be assessed 'on entry' (within the first six weeks) to the Reception class, to establish their starting point. Data from this assessment will be used to judge the progress of a cohort when they complete Year 6, starting from July 2028.

## **Early Years Foundation Stage Profile**

Throughout the year, observations and assessments help inform class teachers to ensure children are meeting developmental milestones, along with expected progress. At the end of the Reception year, the children are assessed against the statutory EYFS Profile, for each of the 17 Early Learning Goals. Children who reach age-related expectations in communication and language, physical development, personal, social and emotional development, literacy and maths, are considered to have a Good Level of Development (GLD). Those who are working toward expectations are 'emerging' and those working at age related expectations are 'expected'.

## **Year 1 Phonics Check**

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

## **SATs (STATUTORY ASSESSMENT)**

Children in Year 2 are assessed during May in English and maths and moderated across the primary schools within the trust and/or an external moderator. It is not compulsory for children to complete SATs papers at this age but Year 2 teachers may choose to utilise them to as a national benchmark to support their assessment processes. Children in Year 6 are assessed in Reading, Grammar, Punctuation and Spelling and maths, marked externally and then reported alongside teacher assessment. Y6 writing is teacher-assessed only and moderated.

## **Year 4 Multiplication Tables Check**

The MTC is a key stage 2 (KS2) assessment to be taken by pupils at the end of year 4. The MTC is focused on the fluent recall of multiplication facts. This is included in the national curriculum (2014) statutory programme of study for mathematics at key stage 1 (KS1) and



KS2. The MTC will be delivered as an online, on-screen digital assessment. Under standard administration, the check will take each pupil less than 5 minutes to complete.

## **REPORTING TO PARENTS**

Parents' evenings take place twice per year in the autumn and spring terms. During these meetings, teachers will share relevant assessment information they have at the time, with an emphasis on targets and ways the children can improve. Staff are available for follow-up appointments or for raising concerns throughout the year. Children's work will be available to review on Parents' Evenings and newsletters such as 'Moments of the Month', as well as our social media output, will also provide parents with other opportunities to see work celebrated throughout the year.

Towards the end of the summer term written reports are sent to parents with particulars of a pupil's progress in all subjects studied. There will also be a comment on attendance, behaviour and effort levels. There is an opportunity for parents and children to comment on the report via an online form. Parents of children in Year 6 will also be sent the end of Key Stage National Curriculum assessments in the core subjects in line with local and national requirements.

Parents of children who have a personal provision map (PPM) to address special educational needs will also receive separate information regarding the progress the children are making towards their targets. This will happen on a termly basis as PPMs are reviewed and updated, with parents and children given the opportunity to contribute to them where appropriate.

**Transfer of Reports at Transition:** Class teachers will complete reports as requested by receiving schools and the school will send on the Common Transfer Form, achievement and behaviour records, end of year reports and any external reports within 5 school days.

## **MARKING AND FEEDBACK**

Feedback enables pupils to understand what they are doing well and where they could further improve. Marking and feedback will usually take place at one of four common stages in the learning process:

1. 'Marking in the moment' – marking or feedback that happens during the lesson.
2. Summary Feedback – marking or feedback that takes place after a lesson has finished.
3. Follow-Up Interventions – marking or feedback that takes place between the end of one lesson and the beginning of the next.
4. Subsequent Feedback – marking or feedback that takes place in a subsequent lesson.

More detailed information can be found in our marking and feedback policy.

## **ATTAINMENT AND PROGRESS (ACHIEVEMENT)**

**Attainment** is a measure of 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 pupil may be underachieving and steps to address this would be discussed at termly pupil progress meetings.
- A low performing pupil to make good or better progress. This means that the pupil concerned is making good progress from the starting points identified and therefore 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.

## 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 Arbor.

An accurate baseline against which to measure future progress will 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. 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.
- Hold informed discussions with parents regarding their child's progress.
- Plan future learning that is pitched at an appropriate level of challenge.
- Know which pupils require additional challenge and support (and intervene accordingly).
- Be aware of pupils' rates of progress and consider the reasons for this.
- Analyse the performance of individuals, different groups of pupils and vulnerable pupils.

Teachers will be able to access pupil assessment data via Arbor to track the rate of progress they have made since joining Hartsbourne. Termly pupil progress meetings will also provide teachers and SLT an opportunity to review both hard and soft data around children's progress and ensure that provision is directed where necessary. Transition meetings between a child's previous and next teacher will be scheduled in the summer in order to inform the new teacher of the strengths and areas for development of individual children to enable transition to the next year group to be as smooth as possible.

## 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 suitably ambitious pupil performance targets for the academic year during the Autumn pupil progress meeting. The Senior Leadership Team 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.

## **ROLES AND RESPONSIBILITIES**

The Senior Leadership Team are responsible for assessment across the school. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment in their subject area.