



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.

DATE OF POLICY:	July 2021	DATE OF NEXT REVIEW:	July 2023
MONITORED BY:	SENIOR LEADERSHIP TEAM	PUPIL PROGRESS 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

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 aspects of their own learning. At Hartsbourne we acknowledge three parts to 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 assessment criteria. Outcomes are tracked using HfL attainment profiles. We review learning across the curriculum with the use of retrieval activities such as a one page spread.
- **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, teachers will:

- Help children develop positive attitudes to learning and show them how to achieve well.
- Provide an accurate picture to parents of their child's achievements 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 collaboratively during pupil progress meetings using national age-related expectations and context of the class.

ASSESSMENT FOR LEARNING (Formative Assessment)

Assessment for learning (AfL) 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.
- 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 achieve well.



ASSESSMENT OF LEARNING (Summative Assessment)

This 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

In line with government guidance, from September 2021 all children will be assessed 'on entry' to the reception class to establish a baseline profile. Insights will be shared at parent consultation meetings. The online platform Tapestry will be used to highlight achievements and parents will be invited to contribute.

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. 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

Parent – teacher evenings take place twice per year in the autumn and spring terms. During these meetings teachers will share the pupil's attainment against national expectations, next step targets and progress to date. Staff are available for follow-up appointments or for raising concerns throughout the year. There is a monthly Open Door for parents to look at their child's work and visit the classroom.

In the summer term there is a school "Open Evening" when parents, children and family members can visit the school to look at their child's work over the year. There is also the opportunity for parents to discuss their child's report with the class teacher in a pre-arranged meeting.

Towards the end of the summer term written reports are sent to parents with particulars of a pupil's progress in all National Curriculum subjects and Religious Education. There will also be a comment on behaviour, attitude and social skills and a record of attendance. There is an opportunity for parents and children to comment on the report and return it to school. Copies of reports are kept on the pupil's individual file.

Parents of children in Year 2 and 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.

If a child is receiving a long term named intervention then the parent should be informed of this. For example BRPS, First Class @ Number or Drawing & Talking.

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 15 school days.

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.
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.
4. **Self and Peer Assessment** of the attainment and success of a piece of work.

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 and the e-profile tracker for Reception.

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 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.

Termly pupil progress meetings will take place with each class teacher to address any children who have not made progress or who have made accelerated progress and need stretch and challenge activities. These meetings are a collaborative process between SLT and the teacher. Records of the meeting will be kept and shared with all involved parties.

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.

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 October pupil progress meeting. 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.

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.

ENTITLEMENT

It is the entitlement of every child at Hartsbourne to be given a high-quality education that develops their strengths, addresses individual need and ensures appropriate progression.