

## Assessment Policy December 2020

### **Rationale**

Assessment lies at the heart of the process of securing effective learning for every child at Hayeswood First School. Our assessment procedures provide a framework within which short, medium and long term learning objectives are set and children's progress is measured and monitored. This is always done in partnership with children and parents.

Assessment is central to effective learning and teaching. It is incorporated systematically into the planning, delivery and evaluation of teaching and learning in order to identify progress, diagnose any potential learning barriers and set future learning targets. It helps the school to ensure that learning across the curriculum always meets the needs of the children. It relies upon the professional skills and competencies of the teaching staff and the accuracy and consistency of their judgements.

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

### **Principles**

Using the principles and processes of assessment, we aim to:

- ensure secure progress and effective learning across the whole school for every child;
- recognise all of the achievements of our children;
- directly inform, and improve, future planning, teaching and curriculum development;
- inform parents and the wider community of pupil achievement;
- provide information to ensure continuity when each child changes school or year group;
- comply with all statutory requirements.

### **Types of Assessment:**

Formative: This is the ongoing assessment carried out by teachers both formally and informally during lessons. Formative assessments have a direct impact on the teaching approaches, materials and strategies employed immediately following the assessment and, as appropriate, in the longer term. The purpose of formative assessment is to ensure that learning 'sticks' and is meaningful through a process of identifying pupils requiring additional support and intervention.

Summative: Summative assessments occur at defined periods of the academic year and include pre-determined national tests and mock tests as well as end of unit assessments. Summative tests support teachers in making "best fit" assessments against national curriculum age related expectations as well as identifying key learning gaps to inform subsequent teaching.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. The school employs a range of diagnostic assessments, including specialist assessments, further details of which can be obtained from the Inclusion Leader.

### **Assessment in the Foundation Stage**

On entry to the school children are usually assessed using a nationally approved baseline assessment tool (In 2020 the new national baseline has not yet been made

available). Alongside this, informal assessments are made day to day using EYFS Development Matters statements. These are shared with parents using Tapestry software and recorded electronically using SIMS. Assessment information is used to inform planning, set targets and aid early identification of special needs. The teacher and teaching assistant make frequent observations in all prime and specific areas of learning.

### **Reading and Spelling Tests**

All pupils in years 1 – 4 inclusive are assessed using these tests twice each academic year, once in early Autumn term and again in late Summer term.. A standardised score and reading / spelling age is recorded for each child. Pupils whose reading and/or spelling score is below average, i.e. less than 100, are closely monitored and targeted for intervention. There is an opportunity for these pupils to be re-assessed during the academic year to monitor progress.

### **Sandwell Early Numeracy Test**

This test is used as a screening tool from year 1 upwards, and teachers who raise concerns about pupils' mathematical development can nominate them for screening. Results give a standardised score and a numeracy age. Pupils scoring below expectations can be targeted for intervention work. The test can be re-administered following a period of intervention to monitor progress.

### **Assessing Pupil Achievement Against Age Related Expectations**

The accuracy of teacher assessment is of paramount importance to us. We have developed assessment criteria (AC) for each year group against NC age related expectations (ARE) in core and foundation subjects, and these form the basis of our assessment programme.

### ***Reading, Writing and Mathematics***

Assessments are made for each pupil by class teachers against ARE at least once each term. Assessment points in the school calendar are agreed each year by teaching staff, and pupils are assessed using our agreed AC, and judgements are recorded using the following codes (examples are given for a Y1 pupil, year group numbers will alter):

Y1B - the pupil is **working below** ARE;

Y1T - the pupil is **working towards** ARE but is not yet secure;

Y1A - the pupil is **working at** ARE and demonstrates this security across a breadth of content;

Y1GD - the pupil is working at **greater depth**, using and applying age related skills across a breadth of content.

Codes are entered onto SIMS at each agreed data drop point - these are termly.

### ***Science, RE and Foundation Subjects***

Assessments are kept by class teachers for all of the above subjects, and evidence is collated at the end of each academic year when an end of year judgement is made and recorded against ARE. These are passed on to the next year group teacher (or next school) and also monitored by curriculum leaders.

### **Records and Record Keeping**

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- \*Teacher's plans;
- \*Children's work;
- \*Termly tracking SIMS spreadsheets;
- \*Teachers' paper and electronic assessment files, including any relevant observational notes.

### **Standardisation/Moderation**

The process of moderation is an essential part of our assessment calendar. Teachers are involved in the moderation process to ensure agreement on criteria for NC levels in the following ways;

- With colleagues in school, moderating pupils' work books on a termly basis
- With colleagues from other schools within our multi-academy trust
- By attending Local Authority led sessions to ensure our judgements are in line with other schools
- By using the gov.uk exemplification materials, together with other materials e.g. from NCETM.

The school welcomes external moderation by our chosen Local Authority to confirm teacher judgements.

### **Reporting to Parents**

*Please refer to the school's policy for reporting to parents.*

### **The Role of the School Assessment Leader**

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

### **The assessment leader's responsibilities include:**

- contributing to the SIP and school self-evaluation for improvement where appropriate;
- leading school development in assessment, recording and reporting (ARR) procedures, and leading in assessment for learning (AFL);
- liaising with subject leaders within the school
- liaising with other assessment leaders within the multi-academy trust;
- attending and leading CPD where appropriate;
- keeping Academy Committee Members informed of developments in assessment.

### **Policy Review**

This policy will be reviewed at least once every two years, or more frequently if necessary, by the Assessment leader and the Headteacher.

**This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.**

Date of policy: 8 December 2020

Next scheduled review: December 2022.