



# Assessment Policy

## October 2022

Assessment Lead: Laura Hestford

Agreed:

Review Date: October 2024

The principles of assessment Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

### **Our Approach to Assessment at Heaton Park**

**Formative assessment** is a continuous process and at the heart of the teaching and learning cycle at Heaton Park. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve.

The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Quick fire quizzes/retrieval practice activities (at the start of the lesson to reactivate and assess prior knowledge or in the plenary to assess learning during the lesson). Mind maps at the start and end of topic.
- Feedback and Marking (see school Feedback and Marking policy)
- Book looks to assess progress over a given period of time
- End of term progress assessments (Reading, GPS and Maths)
- SEN Provision Map reviews of progress towards targets (IDLPs)
- SEN APDR cycles with progress towards targets

**Summative assessment** may take place at the end of a particular unit of work, term or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement.

Examples of summative assessment are:2

- End of unit/topic assessments/quizzing where appropriate

- Termly tests (see below)
- Moderation of writing
- Annual reviews for children with an EHCP

### **Termly tests**

At the end of each term, class teachers will assess their pupils in reading, writing, maths and GPS/Phonics using the following agreed materials:

**Reading**-PiRA progress checks used alongside reading trackers & running records

**Writing**- Independent writes and

**GPS**- Rising Stars

**Maths**-White Rose Assessments (Reasoning and Arithmetic)

**Phonics** assessments will take place throughout the year and recorded using individual tracking sheets-see appendix

Year 2 will also use past SATs papers where appropriate.

Year 6 will use past SATS papers, these assessments will be used alongside formative assessment to make end of term judgements. This will also be the assessment process used for end of year 5.

### **National Tests**

In addition, there are National Curriculum summative standardised assessments which measure children's abilities against national standards:

- Phonic screening assessments (Year 1)
- KS1 assessments (Year 2)
- Multiplication Check (Year 4)
- KS2 assessments (Year 6)

Also for children at the beginning of their Reception year, from Sept 2021, there is a Baseline assessment. Then at the end of EYFS, assessment judgements are made against the 'Early Years Foundation Stage Profile' national descriptors and a short summary is written around each child's 'Characteristics of Effective Learning' both of which are then shared with parents and the receiving Year 1 teacher.

### **Management and evaluation of assessment**

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes. Pupil Progress meetings continue to take place termly to review how well children are progressing in relation to age related expectations for their year group and time of year. Children who are not progressing or who are working below or

just within age related expectations will be identified and plans to address barriers and gaps put into place, including interventions. Results inform teaching and support for the next half term. In the next terms Pupil Progress meeting, underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENCO. Vulnerable groups will also be monitored as well as pastoral concerns and any attendance and punctuality issues

The criteria for the effectiveness of the assessment systems are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to feedback
- The impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum – within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of key stage results

As a school, children's work, marking and assessment is moderated within year groups, within key stages and across the school. As part of the Beacon Alliance, moderation across schools takes place. Where available, the school takes part in local authority moderation for key year groups (2 and 6)

### **How assessment outcomes are collected and used**

At Heaton Park we use an electronic 'tracking system' called Target Tracker to record summative assessment judgements, track progress and provide a range of effective analysis for teachers, subject leads, SLT and governors. This is for internal tracking use and to share data with authority only. Staff are encouraged to think about which children are at 'age related expectations', 'greater depth' 'working towards' and 'working below' expectations for their year group, and this is the language that is used to report to parents. Target tracker uses the language of 'bands' for each year group.

Year 1 = Band 1

Year 2 = Band 2

Year 3= Band 3

Year 4= Band 4

Year 5= Band 5

Year 6= Band 6

These bands are then broken down into 'steps' so that children's progress in their relevant age band can be monitored and tracked throughout the year. Staff convert their judgements against age related expectations of the Target Tracker statements into steps.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Working below	W+ or below from approp band	S+ or below from approp band	B+ from approp band
Working towards	S from previous band	B	W
ARE just within	S+ from previous band	B+	W+
ARE secure	B	W	S
Greater Depth	B+	W+	S+

It should be noted that the Government does not expect children to be working on the curriculum from the year group above. Instead, they should be ‘deepening their understanding’ in their own year group and applying their knowledge in different ways and across subjects.

For some children, it may require a longer period than a typical school year for them to reach age-related expectations due to their starting points, specific needs and possible barriers to learning.

Information is shared and discussed with the Senior Leadership Team, Subject Leads and anonymised whole school data is shared at Full Governor meetings

### **Assessment of SEND pupils**

Children who have an EHC plan or SEND will be assessed using appropriate pivats and pscales and pre key stage/ARE standards where appropriate

### **Reporting to Parents**

Information on how each child is achieving against the curriculum is discussed with parents at the Autumn and Spring Parents’ Evenings and through the end of year reports in the summer term. Parents are welcome to make an appointment with their child’s teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support Plan reviews, APDR reviews and Annual Reviews for children with Statements of SEN or EHCPs.

National assessments in EYFS, Phonics screening, Multiplication check, KS1 and KS2 results will continue to be reported to the government and parents.

### **Feedback to pupils**

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. For information about feedback please see the Feedback and Marking Policy.

## **Target Setting**

At Heaton Park we want every child to achieve their full potential and reach age related expectations at the end of statutory assessment periods. Any child falling behind we want to ensure they make rapid progress in order to narrow gaps. Therefore target setting meetings are used at the beginning of each academic year to identify and set meaningful and realistic support for children to progress towards ARE by the end of the year.

## **Assessment of Foundation Subjects**

Foundation subjects will be assessed using formative and summative assessment as appropriate. Endpoints for each subject and year group will be used to assess each child. These will be clearly indicated on medium term plans. These assessments will be monitored by subject leaders and used to inform planning, end of year reports and transition.

## **Ensuring teachers are able to conduct assessment competently and confidently**

Assessment is discussed regularly at staff meetings and Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at Key Stage and Pupil Progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools within our Beacon Alliance and Local Authority. The implementation of the Feedback and Marking Policy is reviewed regularly at book looks, SLT meetings and department meetings.

## **Conclusion**

- All class teachers will be responsible for the recording of attainment and progress of the children in their class.
- Class teachers will be responsible for the regular updating of records. Assessment and record keeping should be manageable and economical in use of time.
- Responsibility for the implementation of this policy lies with each individual class teacher.
- The Curriculum and Assessment Lead and SLT will oversee regularity of data input and rigorous data analysis, and will review and updated this policy as necessary or if legal requirements change.