



ASSESSMENT POLICY

Date: March 2019

Signed:

Review: March 2020

1. **Aims**

Our aim at Hayton CE Primary School is to produce independent learners. We encourage our children to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both children's motivation and capacity to learn. Consequently the strategies used within this policy and our policy on leaning and teaching can have considerable impact on raising achievement.

2. **Objectives**

We believe the key purpose of assessment is to move all children on in their learning in order for them to be prepared for the next stage in their school careers. Continued monitoring of each child's progress gives a clear picture of what each child is doing and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils work we aim to:

- Enable pupils to understand what they have to do to reach end of milestone expectations
- Allow staff and children to plan more effectively
- Involve pupils and their parents in their own learning
- Provide our school with information to evaluate teaching
- Give pupils helpful feedback on their achievements and areas for development in order that they can learn more effectively
- Ensure that our practices in this area adhere to the Equal Opportunities of the school

3. **Teaching and Learning**

The principals that underpin assessment are:

- Every child can achieve – all teachers have the mind-set, 'what do I need to do next to enable children in my class to achieve?'
- The national curriculum objectives will be used as the expectations for all children
- Teachers are experts at assessment. Assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- All learners need to understand what they are being asked to learn and, more importantly, why. Success criteria are discussed and identified each lesson. Work is assessed against the success criteria.

5. Assessment and Recording

Department for Education statutory assessments

- Early Years Profile: The profile summarises and describes pupils' attainment at the end of the Early Years Foundation Stage. It gives the pupil's attainment in relation to the 17 early learning goals (ELG) descriptors and a short narrative describing the pupil's 3 characteristics of effective learning: playing and exploring; active learning; creating and thinking critically
- Year 1: Phonics screening check which is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.
- Year 2: Teacher assessment at the end of key stage 1 in mathematics, reading and writing informed by pupils' scores in externally-set but internally marked tests. Writing will be partly informed by the grammar, punctuation and spelling-test. Also teacher assessment of speaking and listening and science.
- Year 4: Multiplication tests from 2020.
- Year 6: National tests at the end of key stage 2 in mathematics, reading and grammar, punctuation and spelling. Also teacher assessment of mathematics, reading, writing and science.

Other assessments

- Early Years: Leuven scale for well-being and involvement
- Nursery: (on entry into Nursery) Pupil's baseline attainment in relation to the 17 early learning goals (ELG) descriptors and a short narrative describing the pupil's 3 characteristics of effective learning: playing and exploring; active learning; creating and thinking critically
- Reception: (on entry into Reception) Pupil's baseline attainment in relation to the 17 early learning goals (ELG) descriptors and a short narrative describing the pupil's 3 characteristics of effective learning: playing and exploring; active learning; creating and thinking critically
- Baseline assessments are done at the beginning of each year group and for any child entering mid-term in reading, writing and mathematics.
- On-going assessment through self and peer assessment, next step marking & feedback policy, learning conversations and rich probing questioning. This formative assessment is recorded electronically using the Depth of Learning programme. Learning objectives, in all subjects, remain constant throughout school and children are recorded as having basic, advancing or deep understanding depending on ability to apply skills in a variety of contexts.

Basic	Advancing	Deep
Occasional use with prompts	Occasional use without prompts	Independent use

- Half termly Pupil Profile meetings
- Year 3 – Year 5 annual progress tests against national standards using Testbase for mathematics, reading and grammar, punctuation and spelling (including question analysis).
- Accelerated Reader tests: 7 times a year.
- Year 2 – 1 suite of assessments (March) based on progress tests against national standards (including question analysis).

- Year 6 – 2 suites of assessments (November and March) based on progress tests against national standards (including question analysis).

6. **Reporting**

Reporting not only fulfils legal requirements but also is a vital part of our partnership with parents to achieve the best outcomes for all our pupils.

- Termly written reports to parents
- Termly meeting with parents

7. **Moderation and Standardisation**

- Regular pupil profile meetings during individual teacher Planning Preparation and Assessment (PPA) time.
- When selected, Local Authority moderation.
- Governor monitoring.
- Cross school moderation

8. **Staff Development**

- Standardisation meetings - what does basic, advancing and deep look like for each objective?