

# HURST PRIMARY SCHOOL



## *Assessment Policy*

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# HURST PRIMARY SCHOOL

## Assessment Policy

### 1 Aim

- 1.1 At Hurst Primary School we aim to use all elements of assessment to promote the best possible progress and levels of attainment for all of the children in our care.

### 2 Key Objectives

- 2.1 To improve the quality of teaching and learning by:
- identifying and recording pupils' individual progress
  - identifying children's next steps in learning which will help them to make good progress
  - assessing pupils against age related expectations and setting challenging but achievable targets
  - setting up systems that enable children to play an increasingly active role in making and recognising improvement in their learning
  - using analysis of assessment data to inform changes made to any aspects of teaching and learning
  - Validate assessment judgements through moderation activities that take place within school and across the schools in our Leadership Network and other partnerships.

### 3 Early Years Foundation Stage

- 3.1 We try to establish an accurate picture of the children's levels of attainment at entry both when they join the F1 (Nursery) and during the first term of the F2 (Reception) year. As children move through the F2 year, they will be assessed against the Early Learning Goals specified in the EYFS curriculum document.
- 3.2 The Language Link screening programme is also used to determine individual 'baseline' scores for F2 children and identify children who need support with their language development.
- 3.3 Children's progress towards the Early Learning Goals is assessed largely through observation. The accuracy of such assessments is supported through year group moderation sessions. The school also fully engages with any LA support for the moderation of a final Eprofile assessment for each child.
- 3.4 End of EYFS assessments are summarised in numerical format and used to analyse the quality of children's progress. This information is made available to staff and governors and helps to inform future planning, teaching and learning.

### 4 Key Stage 1

- 4.1 End of KS1 targets are set based on prior attainment including EYFS data and Year 1 outcomes.
- 4.2 Year 1 teachers use the EYFS assessment information to inform ability grouping and devising strategies to support the progress of children whether they are very able or in need of specific

support. In Year 2 KS1 test materials are used to support teacher assessment and target setting during the autumn term.

- 4.3 The end of Year 1 national curriculum assessments are reported to parents at the end of the academic year. The results of the Year 1 phonics screening tests as well as Year 2 re-takes are also communicated to parents through the end of year report.
- 4.4 At the end of Year 2 the results of the KS1 statutory assessments are presented to staff and governors. An analysis of strengths and weaknesses helps to inform future planning, teaching and learning.
- 4.5 Throughout KS1 tests that produce standardised scores in reading and maths are used to inform assessment made by teachers about whether or not children are making below, within or above the age-related expectations of the Primary Curriculum.

## **5 Key Stage 2**

- 5.1 During the four years of KS2 the emphasis for assessment remains on reading, writing, mathematics and science.
- 5.2 End of KS2 targets are set on the basis prior attainment groups derived from KS1 SATs outcomes.
- 5.3 Teachers are expected to use this assessment information to inform all aspects of planning, teaching and learning. This is particularly important with regard to effective differentiation of work.
- 5.4 With the removal of National Curriculum Levels in September 2015, all KS1 and KS2 children are assessed against the New Primary Curriculum as working below, within or above age-related expectations.
- 5.5 During KS2 teachers are expected to provide a summative assessment in reading, writing and mathematics at the end of each term. This assessment should be derived from on-going teacher assessment. As in KS1, termly standardised tests in reading and maths as well as in-house key objectives cards are used to inform final judgements which are entered in Target Tracker.
- 5.6 At the end of Year 6 the results of the KS2 statutory assessments are presented to staff and governors. An analysis of strengths and weaknesses helps to inform future planning, teaching and learning.

## **6 Provision Mapping Meetings**

- 6.1 Provision mapping meetings are held at the beginning of each term during which class teachers, teaching assistants and the SENCo discuss the needs of the pupils in each class and decide how best their needs will be met. This is done with specific reference to the assessment data held on Target Tracker and the range of standardised scores for each pupil.
- 6.2 After the provision mapping meeting is concluded, an action plan is produced which is then subject to review at the next termly meeting.

## **7 On-going Teacher Assessment**

- 7.1 Although teachers are expected to reach a summative judgement at the end of each term and at the end of the academic year about every child's national curriculum level in the core subjects, on-going teacher assessment is based on a knowledge of what children already know and what their next steps in learning should be.
- 7.2 The school's own key objectives (next steps in learning) documents, are used to assist teachers in the identification of what children have already achieved and what are the gaps in learning. We try to involve children in understanding what their learning targets should be and for them to take an active role in assessing their own progress.
- 7.3 At the end of each year the completed key objective cards should be passed on to the next teacher along with other assessment information contained in the class assessment folder.

## **8 Marking / Feedback**

- 8.1 It is essential that all feedback, including formal marking, is designed to help children understand if they have been successful in achieving learning objectives and to help them to understand any steps they could take to improve. Following extensive action research, the following minimum expectations for marking and feedback have been put in place:
- Use of 'Think Pink' and 'Green is Great' to highlight areas in which children need to improve and strengths in their work.
  - Use of Success Criteria Grids for teacher and pupil self-assessment.
  - Regular 'Improvement Time' for pupils to respond to feedback given.

## **9 Review**

- 9.1 The annual timetable for assessment tasks and the materials used to support assessment are subject to regular review. The Assessment Coordinator ensures that all staff are aware of tasks and deadlines. Because of the significance of this subject, this policy is reviewed on an annual basis.