

Highwood Primary School



*Promoting Resilience - Achieving
Potential*

Assessment Policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

At Highwood Primary School we believe that assessment is an integral part of teaching and learning and it is inextricably linked to our curriculum design.

Assessment should:

- be used constantly as a tool to refine teaching and consequently to assist learning
- allow all children to demonstrate their progress and achievement by highlighting success
- enable teachers to plan more effectively
- provide information which should inform whole school planning and for particular classes or groups of pupils; and the planning of specific activities for individuals and groups
- allow teachers to monitor progress and plan for developments
- include parents' and children's contributions
- provide information which can be used by parents or carers to understand their children's strengths, areas for development and progress
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap
- be a natural and integral part of planning and teaching
- be consistent

- be derived from learning outcomes for lessons and units of work as well as drawing upon a wide range of evidence
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

Two distinct types of assessment are identified and used in our school:

Assessment for Learning (AfL) Assessment for learning helps to identify the next steps needed to make progress. It takes into account pupils' strengths as well as areas for development. Assessment for learning essentially promotes future learning.

Assessment of Learning (AoL) Assessment of learning is associated with judgements based on stages, scores or levels for statutory or summative purposes. Assessment of Learning describes and labels past learning.

Assessment can be evaluative when:

- It gives teachers feedback on the effectiveness of their teaching style and the organisation and content of the curriculum.
- It yields evidence for an external monitoring process.

Assessment:

- Is about measuring actual achievement not potential or ability
- Is central to the learning process
- Is an integral part of teaching and learning
- Is part of normal daily classroom activity
- Is not a bolt on addition at the end of a learning activity, but thought about during planning
- Should not be formed around de-contextualised activities
- Can be diagnostic and formative providing a basis for decisions about pupils further learning needs and enabling children to learn more successfully and teachers to teach more successfully
- Should be positive – emphasising success rather than failure
- Could be oral and practical
- Can involve pupils in self-assessment
- Is the product of staff professional development
- Should be known and used by all staff, pupils and parents
- Must be inclusive of all learners, irrespective of their needs

4. Assessment approaches

At Highwood Primary we use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our School Approach

Implications for teaching

The teacher:

- involves pupils with the development of success criteria
- provides continuous feedback which identifies strengths and the next steps for improvement
- promotes pupil involvement in self-assessment
- acts on insights gained to inform curricular targets
- plans against what children know/can do/understand
- makes standards and objectives explicit to pupils
- promotes inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- engages pupils in rich questioning allowing 'wait' time (time to think)
- encourages pupils to ask their own questions via the use of praise, invitation and the pupils shown that their questions are valuable
- utilises different techniques for pupil response to ensure all pupils can contribute including whiteboards, group/pair identification, practical skills, computing skills, fine and gross motor skills, verbal and listening communication skills
- builds in time for focused observation of teacher-directed and child-initiated activity
- provides feedback through marking using the technique of marking to the learning objective/learning intention.

The process will follow the structure:

- teacher comment to identify successes in children's work, often related to the learning objective or success criteria
- teacher provides at least developmental comments which will enable pupils to extend or improve their learning
- children respond using purple pen

The EYFS Profile

Summarises all the formative assessment undertaken and makes statements about the child's achievements against the seventeen aspects. In addition, Scholar pack is used to compile all the evidence.

Impact on learning and the learner

The pupil:

- knows what to do to improve
- knows what standards are required
- knows what has been achieved against known success criteria and what to do next
- gains confidence, motivation and self-esteem as a learner
- improves their own self-evaluation skills
- makes progress
- parent and carers are informed and involved in the progress journey

Assessment Methods	Teaching Methods	Evidenced by
Observation formal focused and incidental. Discussion about work in progress. Questioning to prompt new thinking Feedback to: <ul style="list-style-type: none"> • specify attainment • identify difficulties • specify improvement • constructing a shared way forward • identify curricular targets, next steps. 	Sharing learning objectives Questioning Modelling/Demonstrating Scaffolding Exemplification of standards through high quality models Shared criteria for next steps Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Routines for peer and self-assessment Qualitative recording	Reflection Drafting Revisiting Revising Exploration Editing Interaction and collaboration Talk, Verbal feedback Pupils designing own tasks Pupils self-evaluation Peer marking and evaluation Pupils improved self-esteem Pupils' work

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

ASSESSMENT OF LEARNING:

Our School Approach

- provides a summary judgement about what has been learned at a specific point in time
- establishes benchmarks about what children can do and about school performance
- shows what pupils can do without support
- informs the target setting process
- holds the school to public account
- promotes subsequent intervention(s)

Implications for teaching

The teacher:

- provides a periodic summary through teacher assessment and tests
- identifies gaps in pupils' knowledge and understanding
- identifies strengths and weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- implements strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- marks and measure against age related expectations

The Leadership Team:

- ensures responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- monitors the delivered curriculum
- provides, use and analyse data to raise attainment and promote accountability
- involves governors in their accountability role
- keeps parents/carers informed and involved
- uses assessment information to inform the school plan and identify learning and training needs
- analyses data to identify groups at risk and to focus intervention on underachieving groups

Impact on learning and the learner

The pupil:

- is able to gauge their own performance against previous performance
 - is able to measure their own performance against externally agreed criteria and standards
 - has a measure of performance at specific milestones in life
 - knows what standards and expectations are required
 - knows how to improve their work

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Reception Base line assessments (RBA)
- Early Years Foundation Stage (EYFS) profile at the end of reception- submitted in June.
- Phonics screening check in year 1 and re-screening for year 2 pupil previously below the phonics standard in year 1 - conducted and submitted in June.
- Multiplication tables check (MTC)- Year 4 conducted in June
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6) - conducted and submitted in May.

5. Collecting and using data. The Assessment Cycle

Assessment in the Early Years Foundation Stage

On entry to Nursery and Reception, the children are assessed against the Development Matters non-statutory guidance in order to provide a baseline judgement. Children in Reception also take part in the Reception Baseline Assessment. This is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills. It became statutory for all schools from September 2021.

Children's progress is closely monitored throughout the year so that children who are not on track can be supported to meet age-related expectations. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Formative assessment in the early years takes the form of observation, and this involves the teacher and other adults as appropriate. Summative assessments are carried out to assess children's learning in maths and phonics at key points in the reception year.

Reception children are assessed against the Early Learning Goals during the summer term to see if they have achieved a Good Level of Development (GLD)

ScholarPack

The assessment criteria is derived from the school curriculum, simple assessment mark book on ScholarPack which is composed of the National Curriculum and the school's own local design. The statements used for this periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. Each pupil will be assessed as either, **PRE (working below)**, **WTS (emerging or developing)**, **EXS (secure)** or **GDS (exceeding)** each relevant criterion contained in the expectations for that year. Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. Pupils meeting and exceeding the expected standards will be provided with more challenging work. Those judged still to be developing will be provided with intervention to achieve the expected progress.

These on-going formative assessment judgements made by teachers will be recorded centrally on the school's MIS data system ScholarPack and backed by a body of evidence created using observations, records of work, the pupils' books and summative testing.

An essential element of formative assessment will be through marking and feedback. Teachers will be expected to implement some next step marking which will provide pupils with opportunities to show their understanding and move their learning forward. Pupil response to pertinent feedback is an expectation. Teacher assessment judgements will be moderated by colleagues in school and by colleagues in other schools to make sure that assessments are fair, reliable and valid. Cross phase assessment

moderation will occur developing a better degree of judgement and understanding between teachers at the transition phase.

In addition to formative data; summative testing will also be used termly to ensure that pupils are provided with an opportunity to show what they know, understand and can do in relation to age related targets. These tests will further quality assure teacher assessments and provide a benchmark for moderation by subject leaders.

Diagnostic testing will also be used to inform intervention programmes; for example, spelling and reading tests, including the use of phonics testing. The school will operate a range of intervention programmes, which will be closely monitored to ensure impact by the Inclusion SENCo Lead and Senior Leadership Team. The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each pupil. The discipline of regularly analysing pupils’ attainment will ensure that every pupil has challenging, and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning intervention groups and careful planning.

- Analysis of pupil and class achievement gives consideration to potential difference in performance by gender, level of social disadvantage, acquisition of English (English as an additional language), prior attainment and those with Special Educational Needs or Disabilities.
- Data on pupil progress and attainment is reported to governors through the termly meeting of the Standards and Improvement Committee.

Benchmark Formative	Summative	A pupil will	Skill Objectives met through National Curriculum
Working Below	PRE	Have been taught this skill Will have had opportunities to develop it Be supported by an adult Be at the early stages of acquisition Occasionally be able to apply independently with lots of thinking time to access the learning	Working below. Learning specifically is tailored, differentiated and SMART targets are set with the Individual Learning Plan.
Emerging	WTS	Have been taught this skill and is growing in confidence Will have had opportunities to develop it further through regular practise Be supported by an adult Be at the early stages of acquisition Occasionally be able to apply independently with lots of thinking time to access the learning	30% of year group criteria met.
Developing	WTS	Revisit previous knowledge and skills Be given opportunities to practise the skills Demonstrate increasing understanding Frequently be able to apply independently	60% of year group criteria met.

Secure	EXS	<p>Achieve or will be working at most of the knowledge and skills of the year group</p> <p>Demonstrate a range of evidence from across the curriculum</p> <p>Consistently be able to apply independently</p>	<p>90% of year group criteria met confidently with rare errors being made.</p>
Exceeding	GDS	<p>Show further evidence of deep understanding</p> <p>Be able to apply their knowledge and skills of the year group without explicit teaching</p> <p>Demonstrate a range of evidence from across the curriculum</p> <p>Consistently be able to apply independently</p> <ul style="list-style-type: none"> • Demonstrates meta cognition strategies identifying one's own learning style and needs. • plans for a task. • gathers and organises materials. • arranges a study space and schedule. • Monitors their mistakes. • evaluates task success criteria. • evaluates the success of any learning strategy and adjusts accordingly 	<p>100% of year group criteria met.</p> <p>Evidence must be shared with phase leader to cite that the pupil is exceeding in a particular area of learning and is demonstrating mastery.</p>

Foundation Assessments

Foundation subjects will be assessed at the end of each unit. The assessment criteria is derived from the school curriculum, which details skills and knowledge for each subject. Teachers will use these when assessing the 'big question' or 'big piece'. Each pupil will be assessed as either, **PRE (working below)**, **WTS (emerging or developing)**, **EXS (secure)** or **GDS (exceeding)**. This will be reported at the end of the academic year in the pupil's annual report.

6. Reporting to parents

Teachers will meet with parents formally at Parent Consultation Evenings in the Autumn and Spring terms. In the Summer Term parents will receive a written report which informs them about their child's attainment and progress.

Formal report targets will be shared with parents enabling them to support their children to make good progress.

The written report in the Summer term will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development.
- Comments on expected behaviour and engagement with school life, and commitment to our values.
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record which will include: the total number of possible attendances for that pupil expressed as a percentage of the possible attendances.
- In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

Inclusion SENCo Lead:

- co-ordinates the identification and assessment of children with SEN
- monitors effectiveness of interventions
- liaises with LA and stays up to date with available intervention schemes

8. Training

Teachers have a range of opportunities to ensure they have the capacity to accurately assess the achievements of children in their care and effectively identify their next steps for learning.

There is regular CPD planned in the staff meetings and INSET days including sharing good practice and opportunities to moderate work. Staff training is planned strategically to address key priorities and meet the needs of groups and individual staff. Staff attend external training and moderation meetings where it is useful and work with colleagues from other schools to share good practice. (E.g. LA training, Foundation Stage Moderation and end of key stage training). Other staff, including admin and Teaching Assistants, receive training as needed on areas such as data management and marking.

Moderating work

Teachers have the opportunity for moderating work both in and across year groups and phases. In addition to these opportunities are exploited to cross moderate with colleagues from other settings. This ensures that teachers will have an excellent understanding of the ability and work of a child working at Age Related Expectations.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

9.3 Teachers, Phase Leaders, Subject Leaders

All stakeholders are responsible for following the assessment procedures outlined in this policy:

- Make on-going assessments to inform their daily and weekly planning.
- Make formal, moderated assessments termly.
- Keep a record of children's achievements in line with this policy.
Report to parents.
- In the case of Y2 and Y6, administer SATs.
- In the case of Year 1, administer the Phonics Test.
- In the case of Year 4, administer the MTC.
- In the case of EYFS, collect evidence and make judgements for assessment and the Early Years Profile and carry out base line assessments.
- Use Assessment for Learning strategies in their lessons.
- Give children guidance and feedback on their work so they know how to make progress.
- Give feedback to children in accordance with the marking and feedback policy.

10. Monitoring

This policy will be reviewed annually by all stakeholders and shared with the School Development Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Phase Leaders and Subject Leaders are responsible for ensuring that the policy is followed.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through moderation, learning walks, lesson observations, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Early Years Foundation Stage policy and procedures
- SEND Policy
- Teaching and Learning Policy

12. Overview of Assessment, Recording and Reporting Timetable

Autumn Term	
Within the first 6 weeks	Baseline assessment of children entering Nursery and Reception, using Development Matters/ Government approved RBA. Read Write Inc. assessments for reception.
October	EYFS- Initial NELI (Nuffield Early Language Intervention) assessments
October	Year 2-6, review of exit data from previous year and amend as baseline if necessary.
October	Submit baseline entry data for children in Nursery and Reception.
Late October	Analysing School Performance online data available: analysis of performance compared to previous years
Late October	<ul style="list-style-type: none"> Read Write Inc. assessments for EYFS/KS1 & some children in KS2.
October/November	Parent consultations for all parents/carers.
November	Joint moderation of assessment information of children in EYFS by Nursery and Reception teacher.
November	KS1 & KS2 Assessment week <ul style="list-style-type: none"> HfL Essential Maths Diagnostic Tests
November Core Assessments	KS1 & KS2 teachers to benchmark Maths, Writing and Science using HfL Assessment criteria. Submit data on Scholar Pack.
December	Read Write Inc. assessments for EYFS/KS1 & some children in KS2.
December	Pupil progress meetings for all teachers – review attainment and progress data for the cohort; identify strengths and areas for development.
Spring Term	
January/February	Foundation subject leaders to carry out pupil book study to identify strengths and areas for development.
February	EYFS- NELI (Nuffield Early Language Intervention) picture sequencing assessments.
February	<ul style="list-style-type: none"> Read Write Inc. assessments for EYFS/KS1 & some children in KS2.
March	Parent consultations for all parents/carers.
March	Joint moderation of assessment information of children in EYFS by Nursery and Reception teacher.
March	KS1 & KS2 Assessment week <ul style="list-style-type: none"> HfL Essential Maths Diagnostic Test
March Core Assessments	KS1 & KS2 teachers to benchmark Maths, Writing and Science using HfL Assessment criteria. Submit data on Scholar Pack.
March	Read Write Inc. assessments for EYFS/KS1 & some children in KS2.
Summer Term	
April	Pupil progress meetings for all teachers – review attainment and progress data for the cohort; identify strengths and areas for development.
May	<ul style="list-style-type: none"> KS2 SATS KS1 SATS TBC
End of May	Read Write Inc. assessments for EYFS/KS1 & some children in KS2.
End of May/beginning of June	EYFSP completed and data submitted to Local authority in June.
End of May/beginning of June	Yrs 1, 2, 3, 4 & 5 Assessment Week <ul style="list-style-type: none"> HfL Essential Maths Diagnostic Tests Reading Assessment
Early June	Year 1 Phonics Screening tests
June	Year 4 MTC (Multiplication Tables Checks)

June	LA organised moderation of EYFS/ KS1 data or KS2 writing data
June	Joint moderation of assessment information of children in EYFS by Nursery and Reception teacher.
June	Submission of end of KS1 data & KS2 data to the LA
End of June Core Assessments	KS1 & KS2 teachers to benchmark Maths, Writing and Science using HfL Assessment criteria. Submit data on Scholar Pack.
July	Pupil progress meetings for all teachers – review attainment and progress data for the cohort; identify strengths and areas for development.
July	Foundation subject leaders to carry out pupil book study to identify strengths and areas for development.
July	EYFS- NELI (Nuffield Early Language Intervention) end of year assessments.
July	<ul style="list-style-type: none"> • Read Write Inc. assessments for EYFS/KS1 & some children in KS2.
July	Annual written reports to parents.