



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Assessment Policy 2017

At Alexander Hosea Primary School we believe that in order for all our children to be successful learners, assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning and by doing this we aim to develop the right skills for all our children to reach their maximum potential. We have a robust and consistent assessment system. It is a carefully planned mix of both formative and summative assessment, together with an effective tracking system.

As a result we are able to:

- Give reliable information to parents about how their child, and their child's school, is performing
- Help drive improvement for pupils by identifying gaps in learning and plan to meet the needs of each child
- Track, measure and analyse progress of individual children, cohorts and identified groups
- Celebrate progress and set ambitious targets for attainment and achievement
- Ensure that, as a school, we are keeping up with external best practice and innovation through networking with other schools

Please refer to Alexander Hosea's Assessment Principles published on our school website.

Types of assessment

At Alexander Hosea, the use of both Formative and Summative assessment are expected to be consistent and seen in the following ways:

The vast majority of our assessment is formative

This is on-going assessment which involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback policy. At Alexander Hosea we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place. For this to be effective, consistency is important across the school and across all subjects.

Formative assessment can be evidenced:-

- Learning objectives are used at the planning stage and are communicated to children at the beginning of each lesson.
- WAGOLL (What A Good One Looks Like)/success criteria are shared and used with the children.
- A variety of questioning techniques are used to examine understanding and develop further avenues of learning.
- Effective feedback through marking. Children are encouraged to respond to marking and act on next steps comments.

- Evaluation of learning takes place on a class, group or individual basis; the information is used to inform future planning.
- ARE statements are used to inform assessment and planning for progress and attainment

Summative

Children's achievement and progress are also informed by summative assessments. We recognise that, whilst useful, summative tests provide a snapshot of performance at any given time. At Alexander Hosea your child may undertake:

- Arithmetic and calculation tests
- Mental maths tests
- Times table tests
- Reading and spelling tests

Statutory Assessment of EYFS children

Currently children in the Early Years Foundation Stage (EYFS) are assessed against the Foundation Stage Profile and the 17 Early Learning Goals (ELG). Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development.

Statutory Phonics Screening - Year 1.

In June, all pupils in Year 1 undertake a phonics screening check. Pupils who do not achieve the required threshold at the end of Year 1 repeat the check at the end of Year 2. The outcomes are reported nationally.

Statutory Assessment at the end of Key stage 1 and 2 - Year 2 and Year 6.

From September 2016, Year 2 and Year 6 pupils are assessed against the new 2014 national curriculum. For 2016 and 2017 teacher assessment, there is a set of national interim frameworks for reading, writing and maths which children are measured against. In May, both Year 2 and Year 6 pupils sit national tests. (See table below). For both year groups, pupils sit maths and reading tests but only Year 6 sit the English grammar, punctuation and spelling test; for year 2 this test is non statutory. The tests that Year 2 sit are used to inform teacher assessment. Writing and Science for both Year 2 and Year 6 will continue to be teacher assessed.

In Year 6, the test raw score is changed into a scaled score. In order to meet the expected standard, pupils need to get a scaled score of 100. Pupils with a scale score of 110 or above are classed as higher attainers.

National Curriculum Assessments

Year group	Tests
Year 2 – all teacher assessment	Reading test as part of the evidence base Maths tests – arithmetic and problem solving as part of the evidence base Spelling, punctuation and grammar test as part of the evidence base (non-statutory)

	Writing teacher assessment
Year 6 – mix of tests and teacher assessment	Reading test Maths tests – arithmetic , two problem solving papers Spelling, punctuation and grammar Writing teacher assessment

Assessment in Years 1,3,4,5

From September 2014, children in Years 1, 3, 4 and 5 at Alexander Hosea are being assessed against the revised National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (AREs) for a child to meet. As a school, we assess each child three times a year against the AREs for reading, writing and mathematics. In order to make a judgment on the % of the AREs a child has met each term, we use a range of evidence – learning in books, tests, mini assessments, observations, annotated planning. We produce an interim report for parents in Term 3/4. Over the year the % of Age Related Expectations (AREs) a pupil has met will be tracked on SIMS (School Information Management System).

At the end of the academic year, the total % of AREs a child has met will then be converted into an end of year judgement. The end of year judgement will be reported as to whether a child is "Expected", "Developing", "Secure" or working at "Greater depth" in the AREs for their year group.

For each child, an ARE grid for reading, writing and maths is kept. This is highlighted and dated once a child is secure against one of the AREs.

Tracking pupil progress

- As a school we use SIMs/pupil tracker in order to record pupil data and track progress. At Alexander Hosea we report on a 3 times a year basis for reading, writing, maths and PHSE from Year 1 to Year 6.
- Pupil data is reviewed termly at Pupil Progress meetings and used to target children who are not working at ARE and for planning/evaluating interventions.
- Children are continually assessed in the non-core subjects which is aligned to skills in each subject area.
- Senior leaders, subject leaders and the SENDCO all complete an analysis of the data to review progress for their specific area of responsibility.

Inclusion

Alexander Hosea is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress, the class teacher will work alongside the SENDCO, parents and external agencies (where appropriate) to plan appropriate support.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school, we ensure that time is set aside each term for moderation to take place. The purpose of this is to ensure that our data is accurate and consistent across the cohorts, school, and local schools. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the AREs in the following ways;

- With colleagues in school – key stage meetings, staff meetings
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- By attending Local Authority sessions to ensure our judgements are in line with other local schools

Self-Assessment and Peer Critique

Wherever possible, children are involved in assessment. This encourages pupils to take responsibility for their own learning by teaching them to evaluate their own achievement and that of their peers against shared learning outcomes/WAGOLLS. It helps them to identify their own strengths and areas for improvement. We aim to foster a self-reflective learning culture which promotes independence in learning.

Examples:

- Individual pupil target /targets for writing and numeracy
- Use of WAGOLLS (What a good one looks like)
- Children reflect on learning powers –Effective Lifelong Learning Inventory (ELLI)
- Children consider and comment on what learning zone they are in – Red /danger, purple /challenged and blue/comfort and what learning powers they have used (diamond, emerald etc.)
- Responsive marking and comments from the children to NS (Next steps) advice and editing to improve their learning
- Regular on-going and termly reviews of learning
- Pupil comments on Annual Reports to parents

Peer critique gives the children the opportunity to provide warm and cool feedback to each other which strengthens their learning. Children are taught to 'be kind, be helpful and be specific'.

Reports and sharing information with stakeholders

- Each term the governors receive a data report from SIMS /pupil tracker.
- Parents' evenings are held twice a year where teachers share progress and attainment data with parents.
- In term 3/4, parents receive an interim report and in term 6 they receive an annual report.
- Should the need arise; teachers may approach parents to discuss the progress of their child, and vice versa, throughout any part of the school year.

Responsibilities

Assessment Subject Leader:

- To organise and co-lead training, support and advice on the management and implementation of the assessment policy and practice throughout the school.

- To review assessment data for the whole school, analyse data at pupil, cohort and whole school level to identify, where necessary, plans to put in place individual pupil programmes.
- To analyse and interpret relevant national, local and school assessment data.
- To assist the Headteacher in monitoring and evaluating how the school compares with other schools within the Local Authority.
- To assist the Headteacher in reviewing, implementing and drafting the School Improvement Plan, focusing on issues identified when evaluating the school's data.
- To monitor pupil progress on a termly basis from teachers' on going assessments against key learning objectives and provide the Headteacher with summary information

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate assessment data and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for data dialogue.
- To lead data dialogue
- To inform Governors about the school's performance on at least a termly basis

SLT

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To schedule pupil progress meetings for teachers and teaching assistants
- To lead pupil data dialogue.

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- To identify learning objectives/skills to be assessed.
- To assess children's starting points.
- To set individual targets.
- To involve children in the assessment process through self-assessment and peer critique
- To carry out formative assessments.
- To carry out and analyse summative assessments on a half termly basis in accordance with this policy and input this onto SIMS.

- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the SENDCO are carried out for pupils with SEND and that EHCPs are maintained and regularly reviewed in accordance with the school's SEND Policy.

SENDCO:

- Monitor progress towards targets for pupils with SEND and those eligible for the Pupil Premium.
- Analyse and interpret relevant school, local and national data.
- Work with staff to develop effective ways of bridging barriers to learning through: -
assessment of needs
monitoring of teaching quality and pupil achievement
personalised target setting
- Collect and interpret specialist assessment data to inform practice.

Governors:

It is the responsibility of the school Governors to support and challenge Senior Leaders and keep a strategic overview of the strengths and areas for improvement of the school through assessment information.

Equal Opportunities:

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance, identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement

Conclusion

This policy should be read in conjunction with the school's Marking and Feedback Policy and will be reviewed every three years or when required in line with current DfE initiatives and statutory changes.

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Angela Moncrieff	Date reviewed	June 2017
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