



**Hazel Grove Primary School**

# **Assessment Policy**

**April 2016**

**DATE POLICY APPROVED BY GOVERNORS: April 2016**

**DATE POLICY RATIFIED BY GOVERNORS: May 2016**

**REVIEW DATE: April 2019**

**SIGNED: CHAIR OF GOVERNORS**

**SIGNED: HEAD TEACHER**

Assessment lies at the heart of our children's learning and this policy clearly identifies our rationale and procedures. The outcome is to enable every child to reach their potential, raise standards and support school improvement. Our assessment procedures are free from bias, stereotyping and respect gender, race, culture, faith and disability. Please read this document in conjunction with:

- The Marking & Feedback Policy
- The Teaching & Learning Policy
- The SEND Policy
- The Assessment Timetable

### **Aims and Objectives**

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their learning
- To help our children understand what they need to do to improve their learning
- To allow teachers to plan learning opportunities that accurately reflect the needs of each child
- To provide regular information for parents/carers that enables them to support their child's learning
- To provide all stakeholders with useful data for analysis and accountability that feeds into whole school planning.
- To comply with statutory requirements

### **Assessment at Hazel Grove Primary School**

#### **1) Formative Strategies**

These are a wide variety of methods used daily by teachers during the learning process in order to modify teaching and learning activities and to improve pupil attainment and progress. We have implemented a growth mindset culture which encourages children to challenge themselves and take responsibility for their learning, and is integral to our assessment. Staff have, and will continue to develop, knowledge of a wide range of AfL (Assessment for Learning) strategies to promote and implement formative assessment into the learning and teaching process. These strategies include:

- Planning – in planning children's learning it is important to start from an understanding of what the children know already and what the children then need to know.
- Sharing learning objectives – sharing what we want children to learn (W.A.L.T-We Are Learning To...) and how they will know that they have succeeded through success criteria/WAGOLL (What A Good One Looks Like).
- Quality questioning – through deep-level questioning, teachers can clarify what learning has taken place and establish what difficulties are being experienced. Questions need to be varied to encourage children to reason and explain their learning. We encourage pupils to have thinking time before being expected to respond.
- Feedback – is a vital process. It lets the children know what they are doing well in and should provide them with strategies to know how to improve. It can be written or verbal and will relate to the learning objective.
- Marking – marking less frequently, but in more detail gives the children most useful feedback and is an effective way of improving performance. School have implemented 'green pen marking' which enables the children to take responsibility for improving their own written work. Time to follow up on the comments made is essential. (See The Marking and Feedback Policy)
- Self and Peer Assessment – if children are allowed to monitor their own progress against objectives set and/or success criteria, they become more aware of how they learn and so become better learners. To be effective children need to be taught the skills and techniques to gain most from this. We encourage the children to identify W.W.W (What Went Well) and EBI (Even Better If...in KS2) or '2 stars and a wish' (EYFS/KS 1). This is frequently done in conjunction with 'green pen marking'.
- Pupil voice-collaborative talk in partners (learning links) or groups is most effective to clarify and extend learning when exploratory in nature. It is characterised by pupils asking questions that require other pupils to offer opinions, make hypotheses, give reasons and reflect, and all members of the group working to create a shared understanding.

- Book Looks are used to moderate judgements on outcomes and evidence progress
- Self-esteem – is the most significant factor in being a successful learner. Involving children in the learning and teaching process raises self-esteem and responsibility for their own learning.
- The results of formative assessments have a direct impact on teachers planning; use of resources, intervention and strategies employed following assessment analysis. They help to identify where a child is on their learning journey. We use ‘Classtrack’ to record these assessments. A number in front of the letter denotes the year group the pupil is working from eg, 3M is a year 3 child who has met the end of year expectations. A SEND child may be working at a year group lower than their chronological age.

E- Emerging	M-Met	X-Exceeding
Have met some of the end of year expectations	The end of year expectations have been met	Have met the end of year expectations and have met most/all of the mastery/exceeding statements

- The results of formative assessment are moderated and standardised regularly across year groups, in phases, across school and within the Local Authority (eg, in the Hazel Grove Cluster Groups). This is carried out by teachers (with input from learning support assistants), phase leaders, senior leaders and LA staff.
- Formative assessment in the EYFS includes many of the strategies already identified. There is a greater emphasis on questioning and enquiry based, child-initiated learning with photographic evidence of the many practical learning and early years child experiences. Teachers and learning support assistants record the children’s learning daily on the i-pads using the 2-Simple programme against the objectives in the EY framework.

**2.) Summative Assessment**

We also acknowledge in school that there is a place for more formalised assessments as these provide valuable information to support teacher judgements. They also inform pupils and parents/carers on what knowledge and skills have been attained at a given time.

The strategies adopted for summative assessments may include:

- End of unit assessment – this will provide an indication of what knowledge has been retained from the teaching block just completed. (Eg, Writing assessment, Rising Stars for GAPS, Focus for Maths)
- Pre and post learning tasks
- End of year reading age and spelling age tests to show progress from previous year.
- Phonics assessments
- Weekly test – this might be used in areas such as spelling or mental maths
- Verbal & Non-Verbal every two years in Years 3→6
- Sats materials to support teacher judgements against the end of year expectations.
- EYFS Baseline and end of year GLDs (Good Levels of Development)
- Phonics screening for Year 1
- End of Key Stage Statutory Tests for Year 2 & 6

**3.) Diagnostic Assessment**

This type of assessment is used to gain evidence of specific strengths or specific needs of individual pupils. E.g. SERI (Stockport Early Reading Intervention), Better Reading (York Analysis), Dyslexia screening test, Wave 3 intervention programmes, eg, Motorskills United-for occupational therapy difficulties, ‘Toe-by-toe’ for specific learning difficulties, Motivational/Big Maths, Nurture groups. This information is used to provide an individual teaching programme for each child to overcome their difficulties and achieve their potential

**Target setting**

## S.Hind

In our school we are committed to giving all of our children every opportunity to achieve the highest challenging outcomes. Target setting is the means by which we identify specific and measurable goals that help to improve the outcomes achieved by our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

Target setting is a significant strategy for improving achievement provided that the child is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual child. Children should take responsibility for their individual targets and need to be able to discuss them with their class teachers as part of their learning journey. To recognise the next steps of their learning, regular quality feedback from staff on progress and how they can improve their work is essential. Children also talk to key co-ordinators about learning in their subject and how it can be improved.

Parents/carers are informed of their child's targets and have regular opportunities to talk about their child's attainment against the end of year expectations and the progress towards his/her target. This helps identify the ways in which they can support and encourage their child with their home learning.

### **Reporting**

Reports on assessment promote good home-school relationships. A written report for each child is sent to parents at the end of year, which outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations, their progress, strengths, aspects a child enjoys, behaviour, attitude and areas of development. Next steps for reading, writing and maths are also set.

Early Years children are provided with a Good Level of Development (1,2 or 3) at the end of year. For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided. Year 1 families will be informed of the outcome of the phonics screening.

In some cases, information with outside agencies is reported to parents/families, such as an educational psychologist report, social services referral form, L.S.S-Learning Support Service assessment or Behaviour Support Service plan.

Parents are invited to attend open evenings, coffee mornings, learning mornings, information workshops, parent conferences with teachers during the year. Information leaflets/letters about their child's class and learning are shared every term. Equally, parents are welcome to discuss the progress of their child or any concerns with the teacher or Head teacher at other times.

### **Monitoring and Evaluation**

The Assessment Co-ordinator (S.Hind) and headteacher will monitor annually all assessment, recording and reporting procedures in order that they remain meaningful and manageable. The rigorous cycle of monitoring is fed into by the leadership team and phase leaders each half term. Subject leaders also contribute to the cycle. Please see the Assessment Timetable.

Governors have a crucial role in ensuring the school has accurate assessment information for all children. School will report to the governors on a termly basis, provide challenge and meet regularly with subject/phase leaders to review progress and related actions.

This policy is designed to ensure that children's needs are reflected in planning, teaching and learning across the school and that school improvement is effective. The policy will be reviewed every two years or sooner in light of changes from the Dfe

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