



South Hill Primary School Assessment Policy (September 2016 – Due for review September 2019)

In response to the New Curriculum:

At South Hill School, we are developing our assessment systems and adapting it for pupils. We are developing the use of next steps in marking and personalised targets for our pupils. As a staff, we have adopted and are using the new Herts for Learning materials whilst developing a 'bigger picture' approach and using Assessment for Learning in lessons on a daily basis. We are currently developing this new assessment approach and use of terminology; 'Entering, Developing, Securing, and Mastering.' We will be reporting to parents and using the terminology: working below, in line with or above age related expectations in Years One to Six.

Rationale

At South Hill Primary School we believe that **Assessment:**

- Provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned.
- It is also the means by which pupils understand what they have achieved and what they need to work on in relation to their individual targets and next steps.
- It also ensures that interventions are in place and learning is accessed at the appropriate level of a pupil's needs.

Formative Assessment (AFL) Assessment For Learning

At South Hill School, formative assessment is incorporated into daily classroom practice in order to provide **on-going feedback** that is used by teachers to modify teaching and learning. At South Hill School formative assessment is embedded in our whole school commitment to embedding **AFL** strategies in our classroom learning.

Formative Assessment at South Hill School:

- It provides information needed to adjust teaching and learning while they are still happening.
- It helps to identify pupils' strengths and weaknesses and personal targets. (PT)Marking Policy 2014
- It helps subject leads identify where pupils are underachieving and address issues.
- It creates a **positive learning environment** where children can see the steps necessary for their own success. — Next steps – Marking Policy 2014
- It enables teachers to set appropriate work at the level necessary for the children's continuing progress.
- It identifies children's strengths and gaps in their skills/knowledge.
- It identifies next steps for learning.
- It informs future planning.
- It enables appropriate strategies to be employed.
- It facilitates the setting of appropriate targets for the class, group, and individual.
- It tracks the child's rate of progress.
- It facilitates an evaluation of the effectiveness of teaching and learning
- It informs future teaching and learning strategies
- It identifies individuals and groups for specific intervention support.

Summative assessment : Assessment of Learning

At South Hill School, summative assessment is crucial for obtaining accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment. It supports a teacher's judgement of a pupil's progress.

Summative assessment at South Hill School:

- Is important for informing both parents and teachers of a child's attainment and progress
- Identify attainment through standardised tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide age standardised information.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met.
- Provide information about cohort areas of strength and weakness to build from in the future.

Planning for assessment

- The New National Curriculum Programmes and revised Early Years Foundation Stage Profile are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The Herts grid for Learning is used to inform our curriculum overview for RE and ICT. We use the assessment guidance in these documents to help us identify each child's level of attainment.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- As well as learning objectives, we are now developing the use of success criteria in lessons to monitor the impact on pupil progress and self-assessment.
- Teachers use a focused marking scheme to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment and Reporting in the Foundation Stage

Formative Assessment:

Learning Journals

Every child will have a learning journal that will be used to document their development during the Reception year. This journal will have a combination of photographs, children's work, teacher assessments and observations and parents/carers 'wow moment' contributions. Next steps will be identified for individual children by the class teacher and planned for appropriately. These journals will be used as evidence to chart the individual child's progression throughout the year.

Summative Assessment:

Early Years Foundation Stage Profile

At the end of the Foundation Stage your child will be assessed against the 'Early Years Foundation Stage Profile'. This profile sums up what is 'expected' of children to achieve by the end of the Foundation Stage. Judgements will be made by the class teacher and parents will be given these assessments at the end of the year.

Early Years Outcomes

We will be using the 'Early Years Outcomes' documents to assess children in Reception throughout the year. These documents will be used to assess the baseline of the child when they enter reception and then at the end of every term.

Assessment and Reporting arrangements in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Year group targets are set against the expected National Curriculum levels for individual children to reach at the end of each academic year.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests (including optional tests) are used as part of the assessment process to identify progress and gaps in learning.
- The SEN Register and Interventions ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly. These pupils are tracked fortnightly during Phase meetings.
- Half termly Pupil Progress Meetings are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.
- Case studies for pupil premium pupils and vulnerable children ensure that progress is monitored and reviewed during the Phase meetings and Pupil progress meetings.

The Assessment Cycle

Autumn 1

September

- Baseline Teacher Assessments on entry to Reception
- Interventions begin
- Target setting for all classes with English and Maths Leaders (Deputy and Assistant Headteacher)

October

- Moderation as a staff before assessments are entered
- AM7 completed for Core Subjects
- **Deputy Headteacher to collate and analyse data. Summary given to Headteacher and Governors**
- RWINC assessments
- RWI and Phonics coordinator to identify pupils for targeted support
- Pupil progress meeting with Phase Leaders
- Baseline Data for Reception submitted to County

Autumn 2

November

- Parents Consultation Evening
- Foundation assessments completed for all subjects
- Moderation as a staff before final assessments are entered

December

- AM7 completed for Core Subjects
- End of term assessments completed (Y1-6)
- Pupil progress meetings with Headteacher and Deputy Headteacher
- December assessment of Development Matters Ages and Stages (EYFS)
- **Deputy Headteacher to collate and analyse data. Summary given to Headteacher and Governors**
- RWINC Assessments

Spring 1

January

- Pupil passports reviewed with pupils. New targets set for Spring Term. (Dec-March)
Pupil passports signed and sent out to parents.
- Provision maps reviewed and sent to INCO – New Provision map written for Spring term.
- INCO to review interventions and amend whole school provision map for interventions for Spring Term

February

- Foundation assessments completed for all subjects completed this term

Spring 2

March

- Moderation as a staff before final assessments are entered
- AM7 completed for Core Subjects
- End of term assessment tests completed (Y2-6)
- **Deputy Headteacher to collate and analyse data. Summary given to Headteacher and Governors**
- RWINC assessments
- RWI and Phonics coordinator to identify pupils for targeted support
- Pupil progress meeting with Phase Leaders

April:

- Pupil passports reviewed with pupils. New Targets set for Summer Term. (March-July)
-

Summer 1

May

- **Y2 SATS**
- **Y6 SATS**
- **Year One Phonics screening check**

Summer 2

*All assessment for individual children is stored on Assessment Manager 7 Software.

June

- Moderation as a staff before final assessments are entered
- AM7 completed for Core Subjects
- Foundation assessments completed for all subjects
- End of term assessments completed (Y1-6)
- Pupil progress meetings with Headteacher and Deputy Headteacher
- Assessment of Early Learning Goals and moderation of any pupils who have exceeded the ELG
- Reception teachers moderate with Year 1 teachers
- RWINC Assessments
- Phonic
- **Deputy Headteacher to collate and analyse data. Summary given to Headteacher and Governors**

July

- All Teachers end of year assessment and handover information given
- Provision Maps for current class updated ready for handover
- IEPs for current class updated ready for handover
- Current class levels for core subjects printed from AM7 ready for handover
- Ability groups for core subjects printed for handover
- Handover meeting and levels given to new teacher
- INCO and Class Teachers agree interventions from previous data, staff feedback and handover

SEN Cycle:

Provision maps/Pupil passport: July to Dec
Dec to Mar
Mar to July

Written by L. Boyes 25.2.15

Amended 3.3.15

Reviewed 14.10.15