

Highfields Primary School

Assessment Policy



Introduction

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (September 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing all children to reach their full potential academically, socially and emotionally. It should always be accurate, reliable, consistent provide clear information and have a positive impact on pupil's learning. Assessment of children can take different forms including both observations and discussions, as well as the formal assessment of written work and tests. On-going teacher assessment is central to pupils making good progress.

Aims

At Highfields, the principle of 'single-input/multiple-output' is extremely important for assessment. The aim of our assessment is to ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education, progress, attainment and wider outcomes.
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- Pupils progress well in lessons, knowing why they have been taught a skill, and what they need to do to improve further.
- A consistent approach is conducted that measures school progress against national standards.

The outcomes of assessment inform:

- Pupils and their parents about progress and achievements, and next steps.
- Teachers about gaps in pupils' knowledge and understanding, or skills that need to be addressed through further teaching.
- School leaders about the progress of individuals and groups, against national standards, in order to ensure equality of opportunity, inform teacher performance management, and help leaders target resources and intervention strategies.

Roles and Responsibilities

The 'single-input/multiple-output' assessment principle allows all stakeholders to maximise their role in the assessment process:

Governing Body: Monitor whole school attainment and progress data with the support of the headteacher.

Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets.

Core Subject and Assessment leaders: Use pupil progress meetings, moderation sessions and data analysis effectively to monitor the performance of individuals, groups and cohorts.

Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning.

Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning.

Parents/Carers: Support children with home learning.

Types of Assessment

At Highfields Primary School, we use three broad overarching forms of assessment: Formative, Summative and National Summative (specific year groups).

Formative (Assessment for Learning)

The ongoing, daily assessment which is carried out by teachers (with the support of teaching assistants) and is key to effective classroom practice. Learning outcomes are shared with pupils who play an important role through the self-assessment of their own learning. We believe pupils will improve the most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Summative (Assessment of Learning)

Pupils are assessed periodically and progress and attainment data is recorded in order to be available for use by all stakeholders. Standardised test materials are used to support teachers with making accurate teacher assessment judgements. These termly assessments are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National Summative

At key points through primary school, children are formally assessed against national expectations. These are at the end of: EYFS, Year 1 (Phonics Screening), Key Stage 1 (Year 2 SATs) and Key Stage (Year 6 SATs). All national assessments are conducted in-line with the framework guidelines.

Marking

Please refer to the Marking and Feedback Policy.

Early Years (EYFS) Assessment

On entry to EYFS, staff will use their professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. Within 6 weeks of a child starting, they will be given a 'baseline' assessment.

As the year progresses, children are monitored on their development and progress across all areas of learning. Formative evidence is collected through observations and discussions and these are recorded in pupil's individual learning journeys. Provision is made for these observations and assessments through experience and play. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations.

The EYFS teacher will submit summative EYFS data to the headteacher during the second half of the summer term.

Key Performance Indicators (KPI)

Core subject leaders have devised a series of year-specific expectations in their areas of the curriculum. The expectations are based on concrete knowledge and skills, and indicate whether a pupil is working towards, meeting expectations or deepening their understanding in each subject area. The KPIs form the main basis for discussions regarding attainment and progress at Pupil Progress and Moderation meetings.

Pupil Progress Meetings

Each half term, teaching staff meet with the headteacher and/or a member of the Senior Leadership Team to discuss current pupil attainment and progress. If a pupil becomes a concern, or is making slow progress, they are carefully monitored and sometimes diagnostic test are used to develop a more in-depth picture. If required a pupil may be involved in an intervention group to accelerate their progress. Expectations for Pupil Progress meetings are stated in the 'Pupil Progress Non-Negotiables' document.

Moderation

Teachers attend termly moderation meetings with English and Math Leaders to ensure that formative assessment evidence is of sufficient quality, and that judgements on achievement are consistent across year groups. A minimum of three pupils from each class are selected at random, and their work is reviewed and discussed at the meeting. Termly cluster moderation meetings are also attended to ensure consistency.

Reporting to Parents/Carers

Teachers meet termly with parents/carers at Parent Consultation Meetings in order to have informative and productive conversations about pupil attainment and progress. Staff are also available for informal consultation if parents wish to discuss their child's learning at other points. End of year reports will comment on children's attainment and progress and national assessment data will be included for Year 1 (phonics screening), Year 2 and Year 6 (SATs).