



# Hoole St. Michael Church of England Primary School

## Assessment Policy

Member of staff responsible: J Price

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### Mission Statement

*Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

### RATIONALE

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set, children's progress expressed, celebrated, monitored and addressed. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. At Hoole St Michael CE Primary School, staff and pupils are actively involved in the assessment of learning as it is a systematic element of the teaching strategies which are employed. At our school we believe that assessment is akin to a continuous dialogue between pupils and staff.

### AIMS

The assessment, recording and reporting policy of our school is based on a clear set of aims which reflect our educational philosophy and which are expressed in terms of the intended educational outcomes.

The assessment, recoding and reporting policy will help pupils to:-

- Recognise and celebrate a wide range of achievements.
- Identify strengths and areas for reinforcement and development.
- Have opportunities to move their learning forward by responding to feedback from staff.
- Take responsibility for, and make informed judgements, about their future learning.

Will help parents to:-

- Understand the progress their child is making.
- Support their child at home and complement the learning which takes place in school.
- Have a better understanding of what types of assessment are used and how it is carried out within the school and nationally.

Will help teachers to:-

- Make informed judgements relating to the progress of pupils' understanding.
- Develop lessons which are planned and delivered to meet the individual needs of pupils.
- Identify underachievement and to take steps to rectify it.
- To make summative judgements about progress and to evaluate progress towards any targets which have been set.

## **OBJECTIVES**

Assessment in the school will be both formative and summative but will be a continuous process where information gained will be used to guide the pace and direction of teaching and learning on a class, group and individual basis.

## **TYPES OF ASSESSMENT:**

### **Formative:**

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

The school has fully adopted the principles of formative assessment throughout the whole school. To ensure lessons are well paced and progress is evident, lessons will include elements of assessment for learning:

- **Learning Intention**  
Teachers will display and discuss the Learning Objective with children for each lesson, and will refer to it regularly. The Learning Objective may be skill or knowledge focused, and will be concise and in child friendly vocabulary.
- **Success Criteria**  
The Success Criteria for a piece of work (outcome) will be shared with children. More importantly, the process of 'how' to achieve the LO or outcome will be shared with children. When possible, the children will be involved in generating these Process success criteria, which will also be displayed during the lesson.
- **Questioning**  
Different types of questions will be asked during lessons including closed/open questions and lower & higher order questioning to develop thinking skills. These will be differentiated for children and will enable teachers to assess prior understanding, and progress during the lesson. Opportunities will also be planned for children to ask their own questions.
- **Differentiation**  
Teachers will plan questions and tasks appropriate to the prior attainment and understanding of children in the class. Differentiation may occur through support offered by an adult, resources provided by the teacher, by the task set or by the expected outcome for different children.
- **Feedback & Marking**  
Regular feedback will be given to children, verbally or written. Comments will refer to the Learning Intention, the Success Criteria discussed with the children and possibly the child's targets; they may be in the form of an example, a reminder of the learning or a scaffolded prompt. Marking ladders may also be used (Feedback & Marking Policy).
- **Response to marking**

Children must be given opportunities to respond to marking. We use a green pen or pencil approach, where the children edit their text in response to teachers' next step marking. Children may also respond by correcting work or responding to a teacher's question or prompt.

- **Self & Peer Assessment**

When appropriate, opportunities will be given during lessons for children to review their learning and understanding against the Learning Intention and Success Criteria. Older children may be asked to support each other in doing this.

- **Tracking/Pupil progress**

Current assessments for each child in reading, writing, maths and science will be inputted at least termly into the Lancashire on-line tracker and recorded on the school's own pupil progress report format. These assessments will be reviewed at the end of each term in pupil progress meetings between the headteacher and the class teacher. During these meetings, pupils will be highlighted according to whether they are making accelerated progress, on track or causing concern. Pupils who are making insufficient progress and causing concern will become a focus of the discussion, and intervention for these children will be planned accordingly. These children's progress in particular will be a focus of the next pupil progress meeting.

- **Plenary**

Time will be planned throughout the lesson to review children's learning and progress against the Learning Intention. Children's success may be celebrated common misconceptions and errors addressed, and the children's learning may be applied to a different form of problem or applied in a different situation.

- **Pupil Involvement**

During lessons, opportunities will be given for children to be involved in the learning. Children will be encouraged to discuss questions in pairs and groups (learning partners); edit and improve examples and give answers to questions.

### **Summative:**

These occur at defined periods of the academic year such as pre-determined SATs tests.

Summative tests help teachers in making end of Key Stage and end of Year "best fit" assessments.

Although summative assessment can be seen as an end product it is only of value if the information is used to direct learning and teaching in subsequent periods. Summative assessments are particularly useful in tracking children's progress and attainment over time as markers are laid down which may be compared to forecasts or targets set at an earlier date.

Summative assessments may take the form of:-

- **End of unit assessments.**
- **Assessment of achievement against National curriculum expectations on a regular basis; Teacher Assessment.**
- **Tests.**

### **a) End of Unit Assessment**

The final part of each planned unit should include time for the teacher to assess learning. The vast majority of the children should present no significant worries to the teacher but some pupils will need a more detailed analysis of their misconceptions.

## b) Assessment of achievement against National Curriculum expectations

Each term, pupils will be judged to be working at, below or beyond age-related expectations; if working at age-related expectations they will be judged to be emerging, developing or secure dependant on the term. Some SEND or more able children may be assessed to be working below or beyond their current academic year (age-related expectation).

	<b>Below average</b>	<b>Average (expected)</b>	<b>Above average</b>
<b>autumn</b>	Either emerging, developing or secure in a lower year group	Current year group: <b>emerging</b>	Current year group: developing and secure Working beyond current year group
<b>spring</b>	As above + Current year group: emerging	Current year group: <b>developing</b>	Current year group: secure Working beyond current year group
<b>summer</b>	As above + Current year group: developing	Current year group: <b>secure</b>	Working beyond expectations of current year group

In reading, writing, mathematics and science, assessments will be made by grading work against National Curriculum expectations, which will sometimes be through tests and other times through Teacher Assessment.

Teachers at Hoole St Michael will use the following assessment document to support their teacher assessment and planning:

- KLIPS (Lancashire 'Key Learning indicator of progress')
- Lancashire assessment materials

## c) Tests

A formal calendar of assessment exists and should be followed, to ensure that a comprehensive knowledge of each pupil is built up. The headteacher tracks all results and alongside the SLT and SENCO will highlight pupils who need additional help or intervention programmes through termly pupil progress meetings and analysis of the Lancashire tracker

### **PIVATS (Performance Indicators for Value Added Target Setting)**

At Hoole St Michael we use PIVATS an assessment programme used nationally, with individual pupils:

- whose statutory assessment performance at key stages 1 and 2 falls outside national expectations;
- who are working at early developmental levels of the national curriculum in English, Mathematics;
- who may have special educational needs, including those with a statement of SEND;
- who may be described as 'underachieving'.

Progress is measured by a PIVATS level description and an equivalent point score. As part of the target setting process some of our pupils will be set PIVATS improvement targets which will allow us to track their achievements in more detail.

## SATS

In Year 6 and Year 2 the children are given the opportunity to sit 'practice SATS' (former papers) which provide teachers with levelling judgements and provide children with the experience of taking tests prior to the actual SATS in May.

Practice SAT questions are also taken from 'Testbase', an on-line resource purchased by the school, which contains a bank of questions at all levels from previous KS1 and KS2 English and maths SAT papers.

Y2 and Y6 SATS Tests

Children in Years 3, 4 and 5 are teacher assessed using Testbase, Scholastic and LCC tests.

## Diagnostic:

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, Diagnosis of dyslexia etc. Further information can be obtained from the school's SENDCO, Mrs Alison Mesghali.

## ASSESSMENT THROUGHOUT THE SCHOOL:

### Day to Day assessment – Assessment for Learning

Strategies which are used in our school

Strategy used	How and when	Used to
Learning Intentions	Daily and in each lesson	Inform children of what they are learning and to promote cross transference of skills.
Success Criteria	Daily and in each lesson, where appropriate	Give children clear guidance on how to achieve the learning intention. Breakdown different skills.
Feedback and Marking	Daily and in each lesson	Provide high quality feedback to children to promote next steps learning.
Observation	Daily and in each lesson	Provide instant assessment of a children's learning.
Questioning	Varying styles of questioning. Daily and in each lesson	Promote learning
Self / Peer Assessment	As appropriate. Self Assessment at the end of maths and literacy lessons	Provide high quality individual or peer feedback to children to promote next steps learning.
Talking Partners	As appropriate	Aid peer assessment . Provide quality answers to questions.
Target Setting	Termly	To ensure children are sufficiently challenged to maximise their potential

## Foundation Stage

On entry to the school children will be informally assessed on a baseline entry with relation to development matters and formally assessed using a standardised baseline assessment.

### *Formative assessment*

Our practitioners will:

- Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (**observation**).
- Consider the examples of development in the columns headed 'Unique Child: observing what children can do' to help identify where the child may be in their own developmental pathway (**assessment**).
- Consider ways to support the child to strengthen and deepen their current learning and development
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (**planning**).

### *Summative assessment*

Our EYFS practitioners will review children's progress and share a summary with parents at the end of the EYFS in the EYFS Profile.

We will use 'Development Matters' as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. EYFS summative assessments are shared with parents, colleagues and, if appropriate, other settings. Parents will be informed if their child is **emerging, expected or exceeding** in each area of learning at the end of the reception year.

### **Key Stage 1**

Between the end of Reception and the beginning of Y1, pupils gradually move from the Early Years Profile points onto National Curriculum expectations as their skills and understanding develop. In Y1 and Y2, pupils are teacher assessed in reading, writing, maths and science throughout the year and assessments (emerging, developing or secure within age-related expectations) are inputted into the online Lancashire tracker (see page 4). KS1 teachers will assess religious education using materials provided by the Diocesan Board of Education. KS1 Teachers will begin to assess history, geography, design technology, computing, art, music and PE using Lancashire's assessment materials; these assessment judgements will not be inputted into the Lancashire on-line tracker during this academic year.

**Phonics screening check:** In June of each year, all Year 1 pupils take part in a phonics screening check where they are given a sample list of 40 words, some made up, and others real words. The test is split into two parts; Section 1 and Section 2. Words in Section 1 will be of a simple nature generally; such as dog, fuzz, boot. Words in Section 2 will be more complex such as: photo, fair, made.

**At the end of Key Stage 1** children will sit their end of Key stage 1 SATS which must take place in May. The tests are as follows:

- Reading tests: 2 papers – paper 1 (prompt answer booklet); paper 2 (separate reading and answer booklet)
- Maths tests: 2 papers – paper 1 (arithmetic); paper 2 (reasoning)

### **Key Stage 2**

In Y3 – 5, pupils are teacher assessed in reading, writing, maths and science throughout the year and assessments (emerging, developing or secure within age-related expectations) are inputted into the online Lancashire tracker (see page 4). KS2 teachers will assess religious education using

materials provided by the Diocesan Board of Education. KS2 Teachers assess history, geography, design technology, computing, art, music, PE and French using Lancashire's assessment materials.

**At the end of Key Stage 2** children will sit their end of Key stage 2 SATS which must take place in May. The tests are as follows:

- Grammar, punctuation and spelling tests: 2 papers – paper 1 (questions); paper 2 (spelling)
- Reading tests: 1 paper – separate reading and answer booklet
- Maths tests: 3 papers – paper 1 (arithmetic); paper 2 (reasoning); paper 3 (reasoning)
- Science tests: (selected schools only)

**Other arrangements to support assessments in our school (See Assessment Overview)**

The school uses the following tests to monitor attainment, for value added purposes and to evaluate progress made by our pupils. The statutory tests are highlighted on the table.

Year Group	Assessment used	When	Why
EYFS	Statutory-Early Years Foundation Stage Profile	Ongoing throughout school year. Completed June	Statutory and monitors progress
	BASELINE	On entry (first 3 weeks). End of year (June)	Value added data
Year 1	Teacher Assessment	Ongoing	Monitors progress periodically.
	Statutory Phonics Screening Check	June	Statutory
Year 2	Statutory -Teacher Assessment and SATs	May-June	Statutory
	Teacher Assessment	Ongoing	Monitors progress periodically.
Year 3	Test base/Scholastic Tests	May-June	Summative/transitional assessment.
	Teacher Assessment	Ongoing	Monitors progress periodically.
Year 4	Test base/Scholastic Tests	May-June	Summative/transitional assessment.
	Teacher Assessment	Ongoing	Monitors progress periodically.
Year 5	Test base/Scholastic Tests	May-June	Summative/transitional assessment.
	Teacher Assessment	Ongoing	Monitors progress periodically.
Year 6	Statutory Tests KS2	May (timetabled)	Statutory and monitors progress.

	Teacher Assessment	Ongoing	Monitors progress periodically.
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### STANDARDISATION/MODERATION

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school.
- With colleagues from other schools within the local cluster
- By attending LA sessions to ensure our judgements are in line with other schools
- Through Local Authority consultants/advisers visiting the school
- By using our school adviser
- By using SATs exemplification materials.
- School portfolios of moderated work will be kept by curriculum leaders.

### REPORTING

Reports promote and provide:

- Good home /school relationships.
- Information for parents.
- An opportunity for discussion with parents.
- In some cases, information with outside agencies.

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to report to parents about the attainment, progress and effort of their child by:

- holding regular consultation evenings (including two formal parents' evenings in the autumn and spring terms) in which we explain the progress made by each child and indicate how the child can improve further;
- sending out interim reports to parents in the autumn and spring term. These interim reports will inform parents of how their child is performing in English and mathematics. They will state whether their child is working at, above, well above, below or well below age-related expectations and whether their progress and effort is good, excellent or a cause for concern. This approach will be followed for all national curriculum subjects in the end of year report. The information in the interim reports is available for discussion in the spring and autumn parents' evening meetings
- sending out an annual report to parents at the end of the academic year. These reports provide the same information as the interim reports but for **all** subjects of the national curriculum
- Additional information including the details of progress through the early learning goals. Results of phonics screening or SATS testing is given out at the end of the year.
- keeping parents informed of a pupil's progress on a more regular basis if appropriate;
- inviting parents to important meetings which include the **New Starters' meeting** (for children entering Reception); **SEND review meetings; child welfare meetings**
- 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.



## **Data Analysis**

Results from assessments are collected and used to inform planning.

Data is collected termly (Teacher Assessment) and on transition. This is analysed by use of the Lancashire Tracking Tool. The results of which are used to track pupil progress, improve learning and teaching and to generate targets.

In order to make the analysis of all school data efficient the following systems are used in our school:

- ASP
- IDSR
- LSIP
- Lancashire tracking tool
- Closing the Gaps Document

## **Evaluation and review**

The assessment leader will ensure that all assessment aspects are monitored in this policy.

*Related documentation:*

- *All other subject policies.*
- *Medium and short term planning*
- *Teaching and Learning Policy.*
- *English policy*
- *Mathematics policy.*
- *Special Educational Needs Policy.*
- *Able, gifted and talented Policy*
- *Feedback and marking policy.*

## **Monitoring and Review**

- *Work scrutiny by headteacher and subject leaders (see monitoring schedule)*
- *Discussion involving children*
- *Lesson observations*
- *Analysis of Teacher Assessments (pupil progress meeting)*
- *Impact on summative assessment results*
- *In school cross phase moderation*
- *External moderation*

This policy was approved by the Governing Body on.....

Signed..... Date..... (Chair of SEC)

Signed..... Date:..... (Headteacher)