

Assessment Policy 2022 - 2024

This policy was agreed by all staff members in October 2022 and approved by the curriculum and standards committee in November 2022 and will be reviewed every two years.

P.Lyall Headteacher: _____

J Darmanin Chair of Curriculum and Standards Committee

Next review date: Autumn 2024

Safeguarding statement of intent

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a "Safer School" and at least one member of staff and governors who are involved in the recruitment process have attended "Safer Recruitment Training." New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly

Introduction

Teacher assessment is fundamental to effective teaching and learning. At our school, we use a combination of assessment procedures to ensure that teachers are fully aware of 'where all learners are in their learning, where they need to go and how best to get there'. We use tracking systems to enable class teachers and senior leaders to have a clear picture of attainment and progress at both a class and whole school level.

Assessment Principles

Assessment of learning (AoL) is any assessment which summarises where learners are at a given point in time. It provides a snapshot of what has been learned (in terms of both attainment and progress). Assessment for learning (AfL) is any assessment activity which informs the next steps to learning. AfL depends crucially on actually using the information gained from the assessment activity to plan and further enhance learning opportunities. Assessment is an integral part of the teaching and learning process.

Types of assessment:

Formative

- to check attainment in skills, concepts, knowledge and attitudes
- to illustrate progress made for pupils, parents and teachers
- to provide information to support teachers when planning learning opportunities ensuring appropriate pitch, challenge and differentiation
- to inform summative assessment

Diagnostic

- to identify any learning difficulties and respond appropriately

Summative

- to record the overall achievement of a pupil
- to provide the statutory information required by parents, governors, LA and DFE

Evaluative

- to analyse the effectiveness of classroom practice as a whole
- to take steps to modify or change established practice in order to become more efficient and effective classroom practitioners

Purpose of assessment

Pupils are assessed to inform:

- where they are in their learning
- how much progress they have made
- their next steps to further learning

This information is used to inform parents/carers, governors, teachers and teaching assistants and the pupils themselves to improve upon and further learning.

Assessment in practice in Hodnet

- We use our assessment calendar to ensure the range of assessments we use are completed at an appropriate time.
- We complete a baseline throughout September to enable teaching staff to gain a picture of the children's ability in Reading, Writing and Maths on entry to their class. This is based on early work rather than a series of 'tests'.
- We complete the statutory EYFS Baseline assessment in Reception class during the children's first six weeks in school.

- We use Tapestry as our tool to record, share and monitor assessment in Early Years Foundation Stage. Tapestry is used to share information with parents about the children's learning and has been introduced in September 2018 and will be reviewed and evaluated annually.
- We have used Classroom Monitor as a tool to record assessment in Key Stage 1 and Key Stage 2 since 2017. However since September 2021 we have moved to use Tapestry to complete these tasks in KS1 and KS2, meaning we have a whole school continuous approach to assessment. Tapestry is used by teachers to record assessments and inform their planning of next steps and gap analysis. It is used by senior leaders to track attainment and progress of all learners and groups including vulnerable groups.
- Throughout the academic year for each year group:
 - Termly assessments in reading, writing, maths and science
 - Unit assessments for foundation subjects as applicable
 - Half termly Phonic assessments in KS1 using phonics tracker
 - Termly Salford reading tests from Y2 onwards
 - Targets set and reviewed with children as necessary
 - Half termly progress meetings for vulnerable groups, termly progress checks for each class
 - Attainment and progress shared with parents termly at Parents' Consultation meetings and through annual reporting in November, March and July.

Please also see our assessment calendar (appendix 2) for additional information.

Statutory Assessment

Statutory assessments are expected to be reported in 2022, but will not be used to form league tables. Assessments were not reported in 2020 or 2021 due to the coronavirus pandemic. In 2021 the Y6 children sat the KS2 SAT's, this information was sent to the secondary schools to inform their baseline planning.

- EYFS Baseline Assessment completed in the first six weeks on entry to school. This information is held by the DFE and is expected to be used to inform progress tracking data. Feedback print outs are kept in the children's files and the information is shared with parents.
- EYFS Profile (EYFSP) completed in Reception. Profiles are completed and reported at end of the year with termly updates shared. Assessments are shared and completed in conjunction with parents via Tapesry.
- Year 1 Phonics Screening - completed in June of each year, all children to attempt and retake in Year 2 if necessary. This is reported on at the end of year.
- End of Key Stage 1 Teacher Assessments will be completed in May by Yr2 children. It is expected that the last year for this requirement is 2023. Children are assessed in Reading, Writing and Maths. These are reported at the end of the year to parents, LA, DFE and governors. We do not complete the Yr2 optional Grammar Punctuation & Spelling test.
- Year 4 times table checker. Completed in the summer term during the June assessment week as specified by the DFE.
- End of Key Stage 2 SAT's Assessments will be completed in May as specified by the DFE. All children will undertake SATs in Reading, Maths Arithmetic and Grammar Punctuation & Spelling. Teacher assessments in Writing, and science will also be completed and reported at end of year. These are reported at the end of the year to parents, LA, DFE and governors.

* Due to Covid - in addition to the list above, in 2021/22 year 2 completed the phonics screening check in Autumn and again in the summer for those who do not meet the required standard.

Non Statutory Assessment

In addition to the statutory requirements, the following assessments will also be carried out in school:

- End of Key Stage 1 SAT's Assessments in the core curriculum - Maths Arithmetic, and Reading. These papers are completed in May and are used to support and

inform Teacher Assessment. It is the Teacher Assessment which is reported at the end of the year to parents and governors. The SATs testing process in KS1 became non-statutory in 2020. We do not test children's Grammar, Punctuation & Spelling.

- Termly assessments in reading, writing, maths and science based on a variety of evidence using internally agreed objectives. Tracking completed using Tapestry, and uploaded at least half termly. A twice annual review of this data takes place in January and June
- Phonics tracker is used throughout Reception and KS1 to monitor progress in phonics and early reading. Where necessary this continues into lower KS2.
- Reading Age test (Salford) is to be completed termly from year 2 onwards
- We conduct a half termly whole school writing assessment. This work can then be used to monitor and track progression, coverage and attainment throughout the whole school.
- Diagnostic testing for children with SEND may be used when necessary, such as Lucid Rapid dyslexia screening or Nessy dyslexia screening. Year 3 children are all tested using Nessy to ensure gaps in learning or dyslexic symptoms can be identified and targeted to prevent further gaps in learning in UKS2.
- Ongoing spelling, phonics (in KS1), times tables and mental maths tests should be completed and tracked weekly/fortnightly
- Peer and self-assessments will enable children to be involved in the assessment process
- Marking and feedback by staff for each lesson/ piece of work. See marking and feedback policy.

Recording and Evidence

Evidence of attainment and progress needs to be retained in order to support judgements made and to inform future teaching and learning. This data, in an anonymised form, will be shared with the Standards Committee as well as the whole Governing Body.

- **Summative**
Progress and attainment will be tracked using the internal tracking systems. This will be for all pupils, as well as vulnerable groups, children with SEND, FSM, Service children, Looked After and Previously Looked After children. This data is shared with staff, parents and governors.
- **Formative**
Much formative assessment takes place on a daily basis and the evidence of pupils' achievements is in their books, displays and in weekly spelling/maths tests, in line with our school's marking policy. EYFS evidence will come from observations and recorded work in line with EYFS expectations.
Further assessment evidence can be found in teachers' assessment files, mark books and other classroom documents.

School expectations

We have clear expectations for EYFS and KS1/2 set out in our expectations document. (Appendix 1) If pupils do not reach school expectations or make appropriate points progress in their achievement, then support will be provided e.g. maths, phonics, writing, reading support groups, writing support groups. If pupils fall significantly behind in their attainment they may be placed on the school SEND register and be given specific targets on their PCP.

Transfer from Hodnet Primary School

Any pupils transferring to another school will have most up to date teacher assessment data and current target information to take with them. Common Transfer Files will be sent with all statutory data, SEND and pastoral information. School books and Annual Reports are sent where it is felt relevant and appropriate.

At the end of each academic year, teachers will be given time to discuss and handover information relevant to each child's assessments.

Monitoring and Evaluation

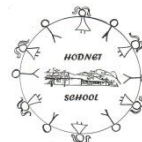
The effectiveness of this policy will be evaluated annually by all staff and shared with Curriculum and Standards committee.

The Assessment Co-ordinator regularly monitors to:

- ensure that information is recorded appropriately
- transfer data to the internal tracking system
- ensure that teachers are using the assessment information to inform their planning and teaching
- monitor the progress and achievement of all pupils in school
- monitor vulnerable groups half termly
- evaluate the effectiveness and efficiency of assessment procedures to provide useful information for all stakeholders.

Review

This policy will be reviewed in Autumn 2024

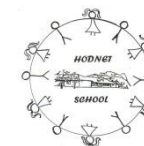


Attainment and Progress Expectations

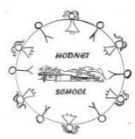
Based on prior knowledge and detailed analysis of data, we expect children to make one step progress from their starting points per term. We expect children who achieve 'expected' in the summer term to achieve at least 'expected' by the end of the summer term the following year. We aim for children to achieve 'Expected' in all areas. The natural assumed progression is that children will be beginning in their baseline assessment and will progress through to being Expected or better by the end of the year. For each area which is assessed the assessments are based on the key objectives taken directly from the NC for that specific subject area and specific year group.

Starting point		End point	
Beginning	Developing	Expected	Beyond
Developing	Expected	Beyond	
Expected	Beyond		

Measuring progress at the end of the year using our internal tracking data on Tapestry (Previously Classroom Monitor)
Expected progress is 3 steps per year. Children can make above expected progress even though they may not be at expected levels of attainment.



Appendix 2

Ongoing formative assessments		Summative assessments					
Hodnet School Assessment Calendar							
	On entry September Baseline	Autumn 1	Autumn 2 Dec	Spring 1	Spring 2 Feb	Summer 1	Summer 2 July Hand this information onto next class teacher
EYFS	<ul style="list-style-type: none"> - Baseline testing within first 2 weeks of school using National test - Story retell, oral storytelling. 	<ul style="list-style-type: none"> - Phonics using phonics tracker 	<ul style="list-style-type: none"> - Phonics using phonics tracker - Writing benchmarking - story 	<ul style="list-style-type: none"> - Phonics using phonics tracker 	<ul style="list-style-type: none"> - Phonics using phonics tracker - Writing benchmarking - instructions 	<ul style="list-style-type: none"> - Phonics using phonics tracker - Moderation of EYFSP 	<ul style="list-style-type: none"> - EYFS Profile assessments to LA - Phonics using phonics tracker - Writing benchmarking - letter
KS1 Phonics		<ul style="list-style-type: none"> - Phonics using phonics tracker 	<ul style="list-style-type: none"> - Phonics using phonics tracker 	<ul style="list-style-type: none"> - Phonics using phonics tracker 	<ul style="list-style-type: none"> - Phonics using phonics tracker 	<ul style="list-style-type: none"> - Phonics using phonics tracker 	<ul style="list-style-type: none"> - Phonics using phonics tracker - Assessment to LA
KS1 Spelling		<ul style="list-style-type: none"> - Weekly spelling tests 	<ul style="list-style-type: none"> - Weekly spelling tests - 	<ul style="list-style-type: none"> - Weekly spelling tests 	<ul style="list-style-type: none"> - Weekly spelling tests 	<ul style="list-style-type: none"> - Weekly spelling tests 	<ul style="list-style-type: none"> - Weekly spelling tests
KS2 Spelling SPAG	<ul style="list-style-type: none"> - Spelling shed baseline - Classroom secrets spag 	<ul style="list-style-type: none"> - Weekly spelling tests 	<ul style="list-style-type: none"> - Weekly spelling tests - Y6 Spag paper practise 	<ul style="list-style-type: none"> - Weekly spelling tests - Y6 Spag paper practise 	<ul style="list-style-type: none"> - Weekly spelling tests - Y6 Spag paper practise 	<ul style="list-style-type: none"> - Weekly spelling tests - Y6 Spag paper SAT's 	<ul style="list-style-type: none"> - Weekly spelling tests
KS1 Reading			<ul style="list-style-type: none"> - Salford A (Yr2) - Tapestry updated 	<ul style="list-style-type: none"> - Y2 SAT paper practise 	<ul style="list-style-type: none"> - Salford B (Yr2) - Tapestry updated 	<ul style="list-style-type: none"> - Y2 SAT's paper 	<ul style="list-style-type: none"> - Salford C (Yr2) - Tapestry updated - Assessment to

							LA
KS2 Reading			<ul style="list-style-type: none"> - Salford A - Bug club termly ass - Tapestry updated 	<ul style="list-style-type: none"> - Y6 SAT paper practise 	<ul style="list-style-type: none"> - Salford B - Bug club termly ass - Tapestry updated 	<ul style="list-style-type: none"> - Y6 SATs paper 	<ul style="list-style-type: none"> - Salford C - Bug club termly ass - Tapestry updated - Assessment to LA
KS1 Writing	<ul style="list-style-type: none"> - Cold write traditional tale retell based on picture / music / video stimulus 	<ul style="list-style-type: none"> - T4W unit assessment 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school big write: story - Tapestry updated 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school Big Write: themed: letter - Start the Writing moderation evidence (Y2) 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school recount - Tapestry updated 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school Big Write: Instructions 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school Big Write: Non-chron report - Tapestry updated - Assessments to LA
KS2 Writing	<ul style="list-style-type: none"> - Cold write story based on picture stimulus 	<ul style="list-style-type: none"> - T4W unit assessment 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school big write: story - Tapestry updated 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school Big Write: themed: letter - Start the Writing moderation evidence (Y6) 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school explanation - Tapestry updated 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school Big Write: Instructions 	<ul style="list-style-type: none"> - T4W unit assessment - Whole school Big Write: Non-chron report - Tapestry updated - Assessment to LA
KS1 Maths			<ul style="list-style-type: none"> - Weekly Arithmetic tests - Y2 SAT paper practise 	<ul style="list-style-type: none"> - Weekly Arithmetic tests - Y2 SAT paper practise 	<ul style="list-style-type: none"> - Weekly Arithmetic tests - Y2 SAT paper practise 	<ul style="list-style-type: none"> - Weekly Arithmetic tests - Y2 SATs papers 	<ul style="list-style-type: none"> - Weekly Arithmetic tests - Assessment to LA

Pupil progress monitoring timetable	- EYFS baseline	- Reading, Writing, Maths, Science on proformas - Social development discussion PL - PPG tracking	- PPG tracking - SEND tracking	- Reading, Writing, Maths, Science on proformas - Social development discussion PL - PPG tracking	- PPG tracking - SEND tracking	- Reading, Writing, Maths, Science on proformas - Social development discussion PL - PPG tracking	- PPG tracking - SEND tracking
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