



# Assessment Policy

**Policy Owner:** Senior Leadership Team

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Chair of Governors

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This replaces all previous versions of the Assessment Policy



## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Principles of assessment

### *Formative Assessment*

*Formative assessment is assessment FOR learning. This is most effective when:*

- *teacher and pupil are involved in the process of continual reflection and review about progress*
- *teachers and peers are given opportunities to provide quality feedback*
- *pupils are empowered to take the appropriate action to move their learning forward*
- *teachers adjust their plans in response to formative assessment*

*Assessment is linked to our marking policy and includes giving feedback at the start of each lesson and time for peer/self-evaluation at the end.*

### **Summative Assessment**

*Summative assessment is assessment OF learning, and has two parts: teacher assessment, and external testing.*

*Teacher Assessment (TA) is carried out to make a judgement about a pupil's performance in relation to national standards.*

## 3. Assessment approaches

At Keep Hatch Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons



- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and how best to support their child's learning

The following formative assessment techniques are used:

- feedback
- questioning
- self and peer-assessment
- observations
- marking stations in mathematics, where applicable

### **3.2 In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to use the feedback they have received to understand how well they have learned and understood a topic or course of work
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child

### **3.3 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context



- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years baseline assessment at the beginning of Reception
- Phonics screening check in Year 1
- Times table check in Year 4
- End of KS2 statutory tests

#### **4. Collecting and using data**

Target Tracker will be used to collect in-school data across the whole curriculum. Teachers should use the objectives as a working document to track which objectives have been taught, to ensure coverage of the full curriculum. Teachers should make termly judgements (December, March and June) on whether children are working below, at, or above age-related expectation, and this assessment will be based on their assessment of the child in relation to the curriculum taught. Judgements will be made through a combination of Teacher Assessment and National Tests (where applicable).

The Early Years will use daily observations which are recorded in individual Pupil Learning Journeys.

Data will be shared with the Executive Headteacher, The Local Governing Body, School Improvement Partner and the Senior Leadership Team



## 5. Reporting to parents

Assessment data will be reported to parents through annual reports and parent consultation meetings. Annual Reports will include:

- *Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development*
- *Comments on general progress*
- *The pupil's attendance record*
  - *The total number of possible attendances for that pupil, and*
  - *The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances*
- *The results of any public examinations taken, as directed by the DfE*

## 6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs and/ or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## 7. Roles and responsibilities

### 7.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data



## **7.2 Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

## **7.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **8. Monitoring**

This policy will be reviewed annually by Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Phase Leaders are responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, learning walks, book scrutinies and pupil progress meetings.

## **9. Links with other policies**

This assessment policy is linked to:

- Teaching and Learning Policy
- Feedback Policy