



# **Assessment Policy Holtsmere End Junior School**

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# Policy for Assessment

## Current Overview

September 2014 saw the Government introduce a New National Curriculum.

The staff at Holtsmere End Junior School have reviewed and adapted Marking, Feedback and Assessment practice in light of these changes. This policy will therefore need to be read in conjunction with our Marking and Feedback Policy, Teaching and Learning Policy and Special Educational Needs Policy.

To summarise, the main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are now removed.
- Age Related Expectations (ARE) will be used to determine whether children meet, exceed or fall below this expectation.
- Holtsmere End Junior School will use a selection of assessment tools to assess what progress the children have made during and at the end of the academic year.

## Rationale:

At Holtsmere End, assessment is an integral part of all our teaching and learning activities. Assessment can be:

1. Formative
2. Diagnostic
3. Summative
4. Evaluative

1. Formative assessment tells pupils and teachers what they know, what they need to do next and how they are going to plan for these next steps.
2. Diagnostic assessment helps to analyse a pupil's performance and plan for future achievements. It also enables teachers to look at overall patterns of attainment and plan any remedial actions.
3. Summative assessments inform pupil's reports and give parents overall information on pupil achievements. It also informs the schools statutory target setting process, and pupil progress targets.
4. Evaluative assessment enables teachers to look at the overall picture of pupil performance and the impact of teaching on learning.

## Formative Assessment

Although not an exhaustive list, formative assessment processes will take place through:

- Use of the school's marking and feedback policy.
- Ongoing dialogue with children during a lesson and after the conclusion of a lesson.
- Quality questioning (often called higher order questioning or Bloom's Taxonomy) which will clarify, stretch and challenge different abilities whilst clarifying the teacher's understanding. This will also inform the direction of the lesson and lead to tweaks which will best meet the needs of the learner.
- Formative assessments in maths informs which children are supported by teaching assistants on a daily basis.

### **Diagnostic Assessment**

In many ways, diagnostic assessment is the most important form of assessment in ensuring individual and group needs are met. At Holtsmere End Junior School we achieve this through:

- Teachers making adjustments and annotations to future plans based on the outcomes of marking and feedback. Adjustments to the levels of differentiation, challenge and use of teacher assistant support should also be clearly seen in planning.
- Once a term, all children will take assessment tests in reading, maths, science and spelling/grammar using 'Rising Stars' materials. Writing is teacher assessed using our Age Related Expectations (ARE) criteria. This data will be analysed to establish children's next steps
- Teachers use subject based tracker spreadsheets to record whether each child has met, exceeded, partially met or not met each objective for all foundation subject areas. These tracker spreadsheets also give quantitative information on how well the overall class has achieved each objective. Trackers are used throughout the year and build a comprehensive picture by the end of the academic year.

### **Summative Assessment**

To assist the school in creating an overall picture of assessment and reporting, we:

- Use Assessment Manager 7 computer package (AM7) to set ambitious but achievable targets in reading, writing, maths and science for each year group at the start of the year.
- Input confirmed data into AM7 at the end of each term
- Produce data which tracks different cohorts and groups of children once a term.
- Update the school data file once a term with printed and electronic reports that consider individual, class, ethnic, gender, SEN and pupil premium statistics.

#### **Reading:**

Children are assessed on a termly basis using the 'Rising stars' testing materials. Informal teacher assessments are made on a frequent basis and recorded

#### **Writing:**

Children are asked to produce at least 3 pieces of unaided writing per term which reflects the genre that has been taught. These unaided examples of work are written in an 'unaided writing' book which the children begin in year 3 and continue to add to throughout the school- therefore demonstrating a clear learning journey of the individual child.

### Maths:

Children are asked to complete 'mini' end of unit tests in their 'unaided maths' books. These build up a picture of an individual child's understanding and therefore potential gaps in understanding. Children complete two summative tests per year one in February and one at the end of the school year. Both of these tests as well as the mini tests are used to update each child's ARE sheet accordingly.

### Other subjects:

All other subjects are assessed on a termly basis.

## Evaluative Assessment

Formative assessment confirms the judgement and subsequent actions of all other forms of assessment are having an impact. We achieve this through:

- Holding Pupil Progress Meetings (PPM). PPMs are led by class teachers and held during each half term with the Headteacher, INCo, Class teachers, Teaching Assistants and Governors; whilst both meetings consider each child's progress and subsequent need, only one meeting per term analyses data from tests and therefore formal tests are carried out periodically during the year. Where children require extra support or intervention, this can be planned for as part of PPMs in response to summative assessment.
- Evaluative assessment data from the PPMs is shared by the Headteacher with the governors who interrogate this through the Teaching and Learning committee and also the HT report presented termly at the full governors meeting.
- Evaluative assessment data is also shared with and challenged by the Hertfordshire Improvement Partner (HIP).
- A summary of pupil progress is shared and discussed at learning Review meetings, through reports, access to open classrooms and also through the school's open door policy. Parents are kept updated on the outcomes of pupil progress meetings, particularly when this requires additional support outside the classroom.
- The Headteacher, Subject leaders and Year 6 teachers moderate KS2 SATs data for reading, writing and maths ensuring this tallies with the quality of work in books. A sample of books and test papers are also moderated for all other classes. If any discrepancies between the moderation and the assessment level occur, grades are reviewed and further samples are moderated.

## Target Setting

At the end of each academic year, we use the methods listed below to come to a final judgement on where children stand in their reading, writing, maths and science. This will form the baseline for the subsequent year and we typically expect to see good levels of progress from this point.

- End of KS statutory assessment data
- Rising Stars test data
- The Assessing pupil progress document.

- Summative teacher assessment

The school follows the Herts for Learning system of assigning an overall grade of 'age related', 'below age related' and 'above age related'. The criteria for achievement is reflected in Rising Stars test criteria.

We strongly believe in nurturing and caring for our children and that attainment and progress should be a supportive, enjoyable experience (see marking and feedback policy). However, we feel that setting the children key half termly aspirational but achievable targets in writing and maths which are expressed at the front of exercise books and reviewed half termly is a helpful and positive way of clarifying what the children need to do to make overall improvements. The children also have a key say in signing off these targets when they feel they have achieved them and are ready to celebrate their progress. This reflects a positive mental attitude towards learning and supports our 'growth mindset' ethos.

## **Transition**

At the end of the academic year, it is important that professional dialogue is held with the new (academic year) teacher so that teachers and teaching assistants familiarise themselves with their new class. To this end, the following will be discussed, shared and collated:

- SEND involvement as appropriate including individual children's support plans.
- Test results and spreadsheet analysis
- Phonics tests (Year 3 children)
- AM7 data (electronic copies as well as paper)
- Assessments (all foundation subjects)
- Pupil Progress Meeting information
- Reports

## **ROLES AND RESPONSIBILITIES IN RELATION TO ASSESSMENT**

### **Headteacher:**

- Ensures policy is up to date and regularly reviewed
- Coordinates the target setting process with the LA
- Ensures timetable for regular reviews is in place particularly with reference to vulnerable groups
- Collates assessment data
- Carries out thorough analysis of data
- Uses data to inform next steps of school improvement
- Uses ICT and electronic data management for collection and analysis of data
- Ensures data is shared and understood by all
- Informs staff of new developments
- Supports subject leaders in collection and analysis of appropriate data and portfolios of evidence
- Reviews current school practices to ensure 'best practise'
- Monitors assessment procedures and practice
- Ensures all statutory requirements are met
- Through the analysis of data with the subject leaders and data trends, ensures appropriate priorities are highlighted in the SIP
- Takes overall responsibility for any key issues arising from data analysis that involve specific staff, parent or child based issues
- Ensures that the Governing Body, parents, staff and children are informed of overall standards of achievement and attainment

### **SEND leader:**

- Liaises with teachers, TA's, Learning mentor
- Monitors performance of all vulnerable children and/or groups of children
- Monitors the impact of intervention strategies and informs the Assessment Coordinator and Headteacher
- Maintains SEN registers in conjunction with school secretary to enable SEF and SIMS updates
- Monitors, reviews and informs Passports to success.
- Liaises with external agencies
- Coordinates team meetings e.g. CAF, TAC, statement reviews
- Attends PPM

### **Subject Leaders:**

- Ensure the National Curriculum is covered
- Planning ensures clear learning objectives, success criteria and that appropriate strategies are in place
- Monitors planning to ensure assessment informs planning
- Carry out work scrutiny to ensure coverage, support and challenges are appropriate

- Monitors rates of progress and standards of attainment across the school in their subject area
- Uses data to inform any curriculum changes and to review performance and set targets
- Gives a coherent up to date report to the HT and governors on subject standards via the yearly subject SEF for Reading, Writing and Maths
- Ensures a portfolio of assessed work is maintained to show subject standards
- Collects pupil voice evidence

**Class Teacher:**

- Uses clear specific learning objectives and success criteria, shared with the children
- Maintains ongoing records of pupils progress
- Adheres to the marking and feedback policy
- Ensures clear informative records of information are passed on each year
- Carries out reading, spelling and non-statutory testing in line with the school's timetable for assessments
- Analyses tests and books for patterns and indicators to inform future teaching and learning
- Leads half termly Pupil Progress Meetings for the children that they teach.
- Liaises with SEND Leader over vulnerable children, their needs and additional support
- Works to the agreed Assessment Policy