Heathfield Primary School

Assessment Policy

Our Mission Statement:
Learning together, Learning for Life

Chair of Governors	Zulfi Jiva
Head teacher	Mark Thornley
Policy written by	Komal Asani (Assessment Lead) March 2021
Date approved by governors	March 2021
Date of next review	March 2022
Committee Responsible	Learning Challenge

INTRODUCTION

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement; Learning together, learning for life.

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with a an inter connected curriculum that promotes meaningful connections between concepts and knowledge **(Heathfield Head),** develops genuine and robust character traits to prepare children for life in the modern world **(Heathfield Heart)** and opportunities for children to use and apply their Head and Heart to answer learning questions **(Heathfield Hands)** resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.



RATIONALE

At Heathfield we aim to celebrate the achievements of all our children. Assessment has a key role to play in identifying each individual child's achievements, ensuring that they achieve their potential.

Legislation requires schools to keep evidence of achievement in relation to the National Curriculum subjects. The gathering of this evidence involves us in the process of assessment. Everyday teacher assessment is fundamental to, and an integral part of, good teaching and learning, as this is how we gain knowledge of our children's needs, achievements and abilities.

At Heathfield, we believe that record keeping and assessment should not detract from our main task of teaching, but that it should inform our future planning and therefore complement our teaching. The system we adopt should utilise the fact that a great deal of valuable assessment takes place as a natural part of our teaching whilst we observe, talk to and listen to the children and also feeding back on their learning.

Assessment that is planned and integral to the curriculum is likely to provide the most useful information to us about the children's performance and is therefore best gathered from ongoing work.

AIMS

- To use a system of assessing and recording which is manageable, informative and meaningful to all concerned.
- To give a detailed picture of each children's development which both creates and supports the continuity and progression of their learning.
- To report beyond the school to parents, support agencies, other schools, governors, LEA and nationally.

OBJECTIVES

- To have a structured approach towards the formative and summative assessment of every child's work and progress.
- To keep summative attainment and progress on each individual child which track progress in the core subjects.
- To report to parents; mid-year reports, annual reports and verbally at parents' conferences
- To monitor and record children's progress to target appropriate intervention.
- To use the objectives from the National Curriculum for the planning of teaching and learning from which teachers can identify assessment opportunities. Planning at class, group and individual levels will therefore be informed by the outcomes of ongoing assessment against the Heathfield curriculum
- To ensure children are timed in KS2 to increase stamina.
- To make use of commercially produced assessment materials to streamline workload and to provide an accurate picture of attainment and progress in line with national expectations.
- To keep additional detailed records of the progress, achievement and targets set for all children on the school's Special Educational Needs register, in the form of PLPs and for INA children (NASSEA steps).
- To keep up to date with local and national developments relating to reporting and assessment.

ROLES AND RESPONSIBILITIES

The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting assessment priorities and aspirational targets
- Enough teaching time is provided for children to cover the National Curriculum and other statutory requirements
- Proper provision is made for children with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It fulfils its role in processes to disapply children from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Our Governing Board's Learning Challenge sub-committee is responsible for monitoring attainment and progress across the school.
- We have a named Governors for Teaching and Learning across the school. The Governors provide challenge to leaders on the content of their school data and associated actions.

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- The amount of time provided for teaching and assessment is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some children are met by permanent or temporary disapplication from all or part of the National Curriculum
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to attainment and progress
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for children with different abilities and needs, including children with SEN

- The Head teacher, along with SLT and subject leaders, monitors teaching and learning and ensures that all classes are taught the full requirements of the National Curriculum.

The role of the assessment leader is to:
- provide a strategic lead and direction for the data across school;
- evaluate attainment and progress made and draw up appropriate action points to develop further
- Involve subject leaders in assessment evaluations and action plans
- support and offer advice to teachers for vulnerable children within their class
- monitor children's progress in all subjects

The role of the class teacher is to:
- Keep up to date with attainment and progress for very child in their class
- Carry out a range of assessments to ensure children are on track to meet age related expectations
- Complete termly pupil progress based on summative assessments.
- Analyse class data and highlight the barriers that specific vulnerable groups have and plan next steps.
- Meet internal assessment data deadlines

INTENT

The aims of our assessments are:
- Assess children against clearly defined end points to identify what children know and need to do to reach the end points
- Assess children to ensure learning is embedded into long term memory
- Address typical gaps in children's knowledge and skills to inform cohort and/or subject specific strategic planning, including CPD needs

Core subjects
Assessments for Maths, Reading, Writing and SPAG take place every 10 weeks. Teachers should refer to the school calendar for dates.

English and Maths
Years 1, 3, 4 and 5 use PUMA/PIRA/GAPS assessments to track attainment and progress and identify children who are making less than expected progress. Year 2 and 6 use previous SATs papers. As children are timed for assessments in KS2, children should be given time to complete the assessment but put a line using a ruler to show where they were at by the end of the time period.

Teachers assess children's writing using a range of extended pieces. Writing is ongoing throughout each unit and does not solely fit within the assessment window. Teachers use writing frameworks to assess each child's cold/warm write.

Children that have not passed the phonic retake in Year 2 will be tracked. They will retake the phonics in Year 3 to assess if they pass. This assessment will take place during ever assessment cycle. The results of all assessments are recorded on target tracker and this information is used to inform planning. These skills should also be applied across the curriculum.

Foundation subjects
Teachers use the subject leader documents to plan and deliver lessons. The subject leader documents states the national curriculum objectives that ned to be covered in each year group. These objectives build towards

achieving the end points. When assessing, teachers complete a tracker for each subject. This tracker consists of all the objectives that need to be covered within each term. Teachers use this tracker to help identify gaps and plan next steps to ensure learning is embedded into children's long term memory.

IMPLEMNTATION

Any assessment activity that takes place must be meaningful, manageable and not dominate teaching time

Formative assessment
Through daily formal and informal assessments, teachers identify individual children or groups of children who require intervention/additional support. This is achieved through: Diagnose, Teach, Test, Revisit

All staff provide written and verbal feedback at the earliest opportunity. Children are given the opportunity to self and peer assess (see feedback policy).

All staff check children's understanding effectively to inform teaching, and identify and correct misunderstandings through effective questioning and low stake assessments and quizzes. This will help children to embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

All staff develop children's meta-cognitive strategies to develop self-management and independence (See feedback policy)

Fix it Time provides the opportunity children to act on feedback/ assessment information to improve their work. This should be completed at all times.

Summative assessments
During Pupil Progress meetings following each round of assessment (see monitoring calendar) teachers identify individual children or groups of children who require intervention/additional support. Staff complete a proforma looking at children who are making less than expected progress and working significantly below age related expectations and/or not in line with prior assessment data. Staff give specific information into the barriers that children are facing and what will be done to overcome the barriers. From this information, interventions are planned and a timetable is set. Staff are given resources and additional information to support with interventions. Interventions are monitored by the Assessment Lead and SENCO.

Data is used by the assessment lead and SENCO to look for trends to assist with supporting key groups of children and planning intervention. These form the basis of Pupil Progress Meetings with SLT. Using this information, the assessment lead evaluates the SDP to ensure whole school priorities are linked to assessment outcomes.

Subject leaders are responsible for monitoring the standards achieved in their area of the curriculum and will carry out developments based on identifying strengths and areas for development. It is important that there is an agreed understanding of standards between staff. Through the use of an agreed development format and by discussion with staff, subject leaders can help to reach consistency in teacher assessment and plan for additional CPD if required.

Moderation is carried out termly. The aim is to make judgements about what children's understand, know or can do, and how consistently they can demonstrate these capabilities. Moderation ranges from informal activities (a discussion with teachers about an interesting observation of a children's work) to a formal

processes (support from the English lead/LA). Moderation is used to ensure that teachers are making consistent judgements about standards, so that assessment judgements made for any one child is accurate, fair and comparable with those made for all other children. Teachers use a consistent assessment framework (in line with the National Curriculum objectives) to judge how well the learning objective has been met. In English, teachers use the cold/warm write to assess children in writing.

IMPACT

Effective assessment ensures Heathfield outcomes for national assessments and examinations are in line with local and national data

All learning builds towards the Heathfield end points. This ensures that children know more, remember more and are able to do more as they move onto their next phase in education.

Internal and published national performance data is used to set Heathfield priorities (See SDP) All staff are aware of the whole school priorities. Subject leaders ensure those priorities are considered within their subject and where needed, CPD is provided to teachers.

At Heathfield we operate an 'open door' policy with regard to parents who we believe are very much partners in the education of their children. On an informal basis parents are encouraged to come into school to discuss their child's progress should they feel the need to.

Parents Conferences are held twice a year, one in autumn and one in spring term where parents are given an appointment to discuss their child's progress with the class teacher/s. Parent/carers understand where children are up to and their next steps so that are able to support children at home

Reports go out to parents at the end of the summer term. The format of this report is in line with current legislation and gives details of each child's general progress, their progress in all National Curriculum subjects and a summary of their attendance and attitudes to learning. We also include targets for the core subjects. In the case of Year 6 children, the report also contains details of their SAT results where these are already available. The parents of our Foundation Stage children receive an annual written report in keeping with the Early Learning Goals.

Written reports go out to parents twice per year. March and end of the summer term. Interim report (March) is a one page document that includes where a child is currently working in relation to age related expectations and next steps for core subjects.

The summer report is in line with current legislation and gives details of each child's general progress, their progress in all National Curriculum subjects and a summary of their attendance and attitudes to learning. We also include targets for the core subjects. In the case of Year 6 children, the report also contains details of their SAT results where these are already available. The parents of our Foundation Stage children receive an annual written report in keeping with the Early Learning Goals.