

Hunsbury Park Primary School

Assessment Policy

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Statement of Intent

This policy outlines the purpose, implementation and management of assessment at Hunsbury Park Primary School. Children's progress is closely monitored at Hunsbury Park Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. The purpose of the policy is to give a clear outline of all assessment techniques at Hunsbury Park, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

Aims

Our aim is to provide the best opportunities for our children, ensuring that assessment is used daily, supporting and challenging our children so that they have ambitious aspirations for their own learning. We believe the key purpose of assessment is to move all children on in their learning in order for them to reach their full potential, now and in the future. Continual monitoring of each child's progress gives a clear picture of what each child is achieving and their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and this informs future planning. Additionally, the outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- enable individual pupils to make progress in their learning;
- be underpinned by confidence that every child can improve;
- involve both teacher and pupils reviewing and reflecting upon assessment information;
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- include reliable judgements about how learners are performing, related, where appropriate, to national standards;
- enable teachers to plan more effectively;
- provide staff with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels;
- enable parents to be involved in their child's progress through effective reporting

Types of Assessment used at Hunsbury Park

Formative Assessment

This is the ongoing assessment carried out by teachers both formally and informally during learning. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. In-school formative assessment is an integral part of teaching and learning at Hunsbury Park. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Some examples of formative assessment are:

- Mini-whiteboards to check understanding
- Peer assessment
- Targeted questioning
- Mini plenaries
- Exit cards
- Mini quiz
- Verbal and written feedback

Summative Assessment

This periodic assessment is carried out by teachers in a more formal way to check children's current levels of understanding and identifying how they can be supported and challenged. In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning. For school leaders, summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. Our data is recorded onto Insight Tracking in order to interpret it with a robust, in-depth analysis.

Nationally Standardised Summative Assessments

In line with the National Curriculum, the children at Hunsbury Park complete the national standardised assessments. This is to provide information to parents, children and schools on how pupils are performing in line with others nationally.

Year 1 Phonics Screening Check

This test is administered internally. These results are then reported to the local authority and to parents.

Year Two Phonics Screening Check

Those children who did not achieve the Phonic Screening Check at the end of Year 1 will retake the check in Year 2 at the same time as the Year 1 Phonic Screening Check. Either Year 1 or Year 2 teachers will administer the screening and, again, families are informed of results at the end of the year.

Year Four Times Table Check

In 2021-22, there will be a new Year 4 times table check. This will be administered as per Government guidelines and by the Year 4 teachers. Families will be informed of results at the end of the year.

National Key Stage One Assessments

At the end of year 2 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working at the expected standard

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom in May 2022 and the children will receive a standardised score where 100 is the expected attainment.

National Key Stage Two Assessments

Teacher Assessments

- At the end of year 6 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:
- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

Pixl

Children in Years 3, 4 and 5 will also partake in summative assessments across the school year. Hunsbury Park uses Pixl to identify individual and class gaps that feed directly into the next steps, individual targets and planning.

Children in Years 3, 4 and 5 will complete Pixl tests which consist of:

- English reading paper – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 (Year 4 and 5) – reasoning

Foundation Subjects

Assessment grids have been created alongside our wider curriculum to assess children's understanding against the foundation subjects. Children are assessed against the main objectives for that subject and teachers will record this data, three times per year.

An assessment calendar of the 2021-22 academic year can be found in Appendix 1.

Data Analysis

Teachers complete a QLA (Question Level Analysis) following the conclusion of the summative assessments in order to address children's areas of strength and development. This then directly informs teacher's planning for the future.

Teachers are responsible for meeting data drop deadlines, three times per year, in order for the data to be reported and interpreted by both the senior leadership team and assessment lead. This is the opportunity for senior leaders to identify individuals, groups, classes, year groups that may require some additional support.

Pupil Progress Meetings

Three times a year, teachers meet the Assistant Headteachers, to consider each child's individual progress. During this meeting, targets are set to maintain high expectations of both staff and children. Pupil Progress Meeting forms are completed which clearly shows children's progress as well as identifying children who are not on track. Children's emotional, social and educational progress is discussed; however the Pupil Progress Meeting forms concentrate on progress in reading, writing and maths. If a child becomes a concern or is making slow progress they are carefully monitored for a term and sometimes further tests are used to develop a more in-depth picture. If required, a child may be involved in an intervention group to accelerate their progress e.g. Switch-on Reading to accelerate reading progress.

Inclusion

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

Parent Communication

Parents receive two written reports during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. The reports includes a comment and parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An open door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents.

Review and Monitoring

All assessments are monitored by both the senior leadership team and assessment lead to ensure both accurate judgements and effective daily assessment are taking place. A robust monitoring programme is in place to observe day to day assessment and consistent, whole school guidelines are in place for summative assessment.

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation of subjects by working with colleagues during key stage and whole school meetings, moderating with the local authority and by working with other colleagues in the school community.

Staff play an important role in reviewing their own assessment data before working with the senior leadership team during pupil progress meetings to identify, support and challenge both individuals and groups.

This policy will be reviewed every year by the Assessment leader. All teaching staff are expected to read and follow this policy. The Assessment Leader will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies, pupil progress meetings, data analysis.

Appendix 1 – Assessment Calendar

Assessment Calendar 2021/22

September 2021							
wk	Mo	Tu	We	Th	Fr	Sa	Su
35			1	2	3	4	5
36	6	7	8	9	10	11	12
37	13	14	15	16	17	18	19
38	20	21	22	23	24	25	26
39	27	28	29	30			

October 2021							
wk	Mo	Tu	We	Th	Fr	Sa	Su
39					1	2	3
40	4	5	6	7	8	9	10
41	11	12	13	14	15	16	17
42	18	19	20	21	22	23	24
43	25	26	27	28	29	30	31

November 2021							
wk	Mo	Tu	We	Th	Fr	Sa	Su
44	1	2	3	4	5	6	7
45	8	9	10	11	12	13	14
46	15	16	17	18	19	20	21
47	22	23	24	25	26	27	28
48	29	30					

December 2021							
wk	Mo	Tu	We	Th	Fr	Sa	Su
48			1	2	3	4	5
49	6	7	8	9	10	11	12
50	13	14	15	16	17	18	19
51	20	21	22	23	24	25	26
52	27	28	29	30	31		

January 2022							
wk	Mo	Tu	We	Th	Fr	Sa	Su
52						1	2
1	3	4	5	6	7	8	9
2	10	11	12	13	14	15	16
3	17	18	19	20	21	22	23
4	24	25	26	27	28	29	30
5	31						

February 2022							
wk	Mo	Tu	We	Th	Fr	Sa	Su
5		1	2	3	4	5	6
6	7	8	9	10	11	12	13
7	14	15	16	17	18	19	20
8	21	22	23	24	25	26	27
9	28						

March 2022							
wk	Mo	Tu	We	Th	Fr	Sa	Su
9		1	2	3	4	5	6
10	7	8	9	10	11	12	13
11	14	15	16	17	18	19	20
12	21	22	23	24	25	26	27
13	28	29	30	31			

April 2022							
wk	Mo	Tu	We	Th	Fr	Sa	Su
13					1	2	3
14	4	5	6	7	8	9	10
15	11	12	13	14	15	16	17
16	18	19	20	21	22	23	24
17	25	26	27	28	29	30	









May 2022							
wk	Mo	Tu	We	Th	Fr	Sa	Su
17							1
18	2	3	4	5	6	7	8
19	9	10	11	12	13	14	15
20	16	17	18	19	20	21	22
21	23	24	25	26	27	28	29
22	30	31					

June 2022							
wk	Mo	Tu	We	Th	Fr	Sa	Su
22			1	2	3	4	5
23	6	7	8	9	10	11	12
24	13	14	15	16	17	18	19
25	20	21	22	23	24	25	26
26	27	28	29	30			

July 2022							
wk	Mo	Tu	We	Th	Fr	Sa	Su
26					1	2	3
27	4	5	6	7	8	9	10
28	11	12	13	14	15	16	17
29	18	19	20	21	22	23	24
30	25	26	27	28	29	30	31

August 2022							
wk	Mo	Tu	We	Th	Fr	Sa	Su
31	1	2	3	4	5	6	7
32	8	9	10	11	12	13	14
33	15	16	17	18	19	20	21
34	22	23	24	25	26	27	28
35	29	30	31				

Key

 School Holidays	 Assessment Week	 MTC Check Window
 Training Days	 Progress Meetings	 Phonics Screening + MTC Start
 SATS Week (KS2)	 Data Drop Deadline	