

## **POLICY FOR ASSESSMENT**

### **Rationale**

Assessment to inform teaching and learning is a key feature in the children's education at Hempshill Hall Primary School. A range of assessments are employed to ensure the most effective learning opportunities are provided for the individual child throughout their time in school and to secure the continued raising of standards.

### **Purposes**

- To involve each pupil in their learning and encourage them to take responsibility in moving on to their next target.
- To inform focused teaching and target setting that meets the needs of the individual child.
- To provide evidence through the tracking of pupil progress which will identify trends, development needs and resource allocation in order to support school improvement and value added indicators.
- To impact on the raising standards of achievement throughout the whole school in English, Mathematics, Science, ICT and the other foundation subjects.
- To provide information to enable the school to report to parents, building a partnership between pupils, families and teachers in developing each child.

### **Guidelines Literacy**

The school has developed age appropriate checklists for each year group that are used for ongoing writing assessments throughout the school year. This will also be used in order to set children personalised writing targets.

Guided reading and individual reading will be used on an ongoing basis to collect evidence of children's reading attainment. The school has developed age appropriate checklists for each year group that are used for ongoing reading assessments. In addition, there will formative tests three times a year to aid teacher judgements.

### **Maths**

The school has developed age appropriate checklists for each year group that are used for ongoing maths assessments. In addition, there will formative tests three times a year to aid teacher judgements.

Knowledge of multiplication and division facts and arithmetic skills are tracked and targeted support is put in place where necessary.

## **Informing Parents**

An annual report will be prepared for each child; this will be sent out in the Summer Term.

'Progress' reports are produced 3 times a year and shared with parents. These reports show the progress made by each child in reading, writing and maths as well as whether they are at age related expectation, working towards it or exceeding expectation.

Parent Consultations will be held twice a year. However, if there are any concerns regarding pupil's progress, arrangements for discussion will be made.

## **Marking**

Pupils will be given opportunities to reflect on work belonging to themselves and their peers in response to success criteria. They will also be given regular opportunities to respond to teacher feedback and edit their work appropriately.

## **Records**

Evidence of learning will be kept to show attainment in all subjects.

Provision maps and action plans in the form of IEPs will be kept for children who take part in intervention programmes or who are on the SEN Code of Practice.

School portfolios will be kept to provide exemplar evidence of attainment and progress.

Science Key Objective Records will be completed for each unit covered.

A school database will hold all data related to individual children at various assessment points during the year. It will be available for teachers to both enter and use data in order to provide information on the progress made by a child, class, key-stage or any other grouping.

## **Foundation Stage**

Records for the Foundation Key Stage will be kept which relate to the key areas of learning.

Attainment in Foundation Subjects will be summarised at the end of each Year and a record kept of this information.

## **Conclusion**

This Policy is to run alongside the Policy for Responding to Pupil's Recorded Learning, the Policy for Target Setting and all Government Assessment requirements. This document will be reviewed and updated by the Governing Body, distributed to staff and governors and made freely available to parents and other interested parties.

The formative assessment timetable is detailed in Appendix A, along with guidelines on where outcomes are recorded and tracked.

**This Policy is reviewed annually.**

## Appendix A

| <b><u>MATHS</u></b>                      | <b><u>Autumn term</u></b><br><b><u>(November)</u></b>                                   | <b><u>Spring term</u></b>   | <b><u>Summer term</u></b><br><b><u>(May/June)</u></b>                                     |
|--|---|---|---|
| <b>Year 1</b>                            | Teacher Assessment  | Teacher Assessment  | Teacher Assessment  |
| <b>Year 2</b>                            | Rising Stars or teacher assessment  | Y2 SAT 2016   | Y2 SAT 2017   |
| <b>Year 3</b>                            | NFER optional test- Aut   | AQA optional test   | NFER optional test- Summer  |
| <b>Year 4</b>                            | NFER optional test- Aut   | AQA optional test   | NFER optional test- Summer  |
| <b>Year 5</b>                            | NFER optional test- Aut   | AQA optional test   | NFER optional test- Summer  |
| <b>Year 6</b>                            | Y6 2016 Exemplar materials  | Y6 SAT 2016   | Y6 SAT 2017   |
| <b>WRITING ASSESSMENTS (Big Writing)</b> | Retell of a shared story (& other writing to be considered)                             | Non-chronological report (& other writing to be considered)   | Descriptive writing (& other writing to be considered)                                    |
| <b>OTHER</b>                             | SIMS Excel spreadsheets<br>River grids<br>Parent interviews<br>Provision maps (Oct/Nov) | SIMS Excel spreadsheets<br>River grids<br>Parent interviews<br>Pupil progress dialogues<br>Provision maps (March)<br>Science AT1 assessment | SIMS Excel spreadsheets<br>River grids<br>Annual Reports<br>Open Day<br>Y2 & 6 Science TA |

| <b><u>READING</u></b> | <b><u>Autumn half term</u></b>     | <b><u>Spring half term</u></b> | <b><u>Summer half term</u></b> |
|-----------------------|------------------------------------|--------------------------------|--------------------------------|
| <b>Year 1</b>         | Teacher Assessment                 | Teacher Assessment             | Teacher Assessment             |
| <b>Year 2</b>         | Rising Stars or teacher assessment | Y2 SAT 2016                    | Y2 SAT 2017                    |
| <b>Year 3</b>         | NFER optional test- Aut            | AQA optional test              | NFER optional test- Summer     |
| <b>Year 4</b>         | NFER optional test- Aut            | AQA optional test              | NFER optional test- Summer     |
| <b>Year 5</b>         | NFER optional test- Aut            | AQA optional test              | NFER optional test- Summer     |
| <b>Year 6</b>         | Y6 2016 Exemplar materials         | Y6 SAT 2016                    | Y6 SAT 2017                    |