

Hawridge and Cholesbury CE School



Assessment Policy

Our Vision is for every child within the Hawridge & Cholesbury family to grow, flourish 'have life and ... have it more abundantly' (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum.

We live our vision through our natural setting and our school values:

Respect Teamwork Responsibility Understanding Peace Honesty

Adopted by the governing body on 24th January 2024

Next review September 2026

At Hawridge & Cholesbury CE School we believe the purpose of assessment is to move **all** children's learning forward. We believe effective assessment plays an integral part in achieving high quality teaching. It provides the information required to tailor learning to appropriately challenge and support the needs of children, having high aspirations for **all** children giving **all** children the opportunity to succeed.

The purpose of feedback and assessment

- a) to inform the teacher of a child's attainment and therefore to inform future planning
- b) to inform a child of how well they have done and what they need to do next
- c) to motivate a child through celebrating success
- d) enable key stakeholders to monitor the quality of education

The principles:

- School leaders to utilise internal tracking systems to measure children's progress against targets from prior attainment
- There is a consistent and manageable method of feedback, assessment and child response throughout the school.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- Assessment within the lesson is used to shape the course of the learning and inform levels of support
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond to feedback and to make improvements to their work. Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting
- Pupil progress meetings are a chance for teachers/senior leaders to discuss what steps a pupil needs to take next in their learning and inform future planning.

- Giving children opportunities to assess their own and each other's work builds children's metacognitive skills.
- Termly tests (PiRA, GAPS and White Rose) are used to give a consistent measure of progress.

Types of feedback and assessment at our school

Work is assessed and feedback is given in a variety of ways:

Day to day in-school formative assessment

The most influential assessment for learning is formative and takes place continually as part of high-quality classroom practice. Assessment for learning happens whenever a teacher needs to judge children's learning either to adapt lessons, plan future work or to pass information to other stakeholders. It enables teachers to identify when children 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.

Through day to day in-school formative assessment we:

- Give fast feedback within a lesson
- Hold small-group and one-to-one conferencing after a lesson
- Provide distance written feedback after a lesson
- Give whole class feedback
- Utilise self- and peer-assessment

Fast feedback allows a teacher to check children's understanding in the moment, addressing misconceptions and adding a stretch. This can be verbal or written. Children's reflections on their understanding will provide information for summative assessment.

In-school summative assessment

In-school summative assessments are used to monitor and support children's performance. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

Teachers use in-school summative assessments throughout the year to evaluate both children's learning at the end of a unit or area of study and the impact of

their own teaching. Both these purposes support teachers in planning for subsequent teaching and learning.

In-school summative assessments include:

- National standardised assessments: Reception Baseline Assessments (RBA), EYFS Profile, Year 1 Phonics Screening Checks (Year 2 retakes), End of Key Stage 1 curriculum assessments, Year 4 Multiplication Tables Check, Key Stage 2 national curriculum assessments (SATs), writing moderation (Year 6 only).
- Termly standardised assessments: GAPS (grammar, punctuation and spelling) and PiRA (reading) tests (RStars).
- Other assessments: Speechlink assessments, Read Write Inc Phonic tests, White Rose End of Unit Tests (maths), writing moderation (all year groups).

All summative assessments should be carried out following the guidance provided. The majority of children should take test papers relevant to their year of age, in some cases this may need to be modified to meet their needs. Access arrangements suggested by the provider should be considered. In Key Stage 1, tests can be completed in small groups. In Key Stage 2, tests are generally completed as a whole class unless individual access arrangements have been agreed.

Test data alongside teacher assessment should be considered in monitoring the progress children make across the school year.

Monitoring and Evaluation

Assessment begins when a child joins our school. Records from previous schools and other settings are usually received either in hard copy and/or electronically and these are shared with the relevant teachers as necessary.

Teacher responsibilities

Teachers are responsible for undertaking the types of assessment mentioned above with the children in their class. This supports them in making confident, accurate judgements on the progress and attainment of children.

Teachers in Years 1 to 6 are responsible for recording and analysing termly results of summative assessment tests using their own tracking systems (with the exception of PiRA and GAPS assessments where the 'Mark' online analysis

tool is used). Following this, teachers make termly judgements as to whether a child is working:

- below the expected year group standard (BYG)
- towards the expected standard (WTS)
- at the expected standard (EXS)
- at the greater depth standard (GDS)

in the subjects of reading, writing, grammar, punctuation and spelling (GPS) and maths. These are recorded on our own school tracking system to monitor attainment and progress against prior attainment.

The EYFS teacher is responsible for completing RBAs and recording termly teacher judgements against the early learning goals on the school's own tracking system. The EYFS teacher is also responsible for completing the EYFS Profile in the summer term.

All teachers write termly target sheets and a detailed annual report in order to communicate to parents the progress and attainment of children in relation to age related expectations.

Periodically, teachers attend internal and external moderation sessions to ensure consistency across our school and other schools within the county. The teachers who are responsible for statutory assessments at the end of EYFS and Key Stage 2 attend external moderation meetings annually and feedback information to other staff.

Class teachers attend termly Pupil Progress Meetings (except for Year 2 and 6 which are held every half term) with members of the senior leadership team (SLT). Progress against prior attainment and analysis of assessment results are discussed. PPM look at clear strategies to move children on to achieve their predicted potential and inform future planning.

LSAs, Supply Staff and Students (undertaking teacher training) responsibilities

LSAs, supply teachers and students continually assess the children they are working with against the objectives planned by the teacher. They provide fast feedback.

Subject Leaders, SENDCOs and Disadvantaged Lead responsibilities

Subject leaders, SENDCOs and the Disadvantaged Lead monitor their subject area through learning walks, work evidence and pupil voice. As part of this they monitor the assessment taking place and its effectiveness in informing planning, as well as progress and attainment achieved.

The Assessment Lead analyses data collected for children with SEND and disadvantaged children, sharing this with the SENDCOs and the Disadvantaged Lead.

Assessment Lead responsibilities

The Assessment Lead (Caroline Davey) ensures the assessment policy is maintained and followed by relevant staff. The Assessment Lead is responsible for coordinating the summative assessments and leading PPM. They also monitor the use of the termly tracking system to ensure class teachers track and record the progress and attainment of children across the school.

The Assessment Lead uses the school tracking system to analyse data by class and characteristics, tracking attainment and how children are performing against prior attainment. They then produce a termly whole school analysis document that is shared with Governors. This enables characteristics of the cohort (numbers of children with SEND, numbers of disadvantaged children, gender) and trends in our results over years to be identified, as well as comparisons to be made with National and County level data.

Headteacher, the SLT and Governors responsibilities

The Headteacher, the SLT and Governors all have important parts to play in the monitoring and moderation of assessment and how it is used to inform future planning. They use a collection of results provided by County and the analysis of the National data as comparative information, alongside the data analysis provided by the Assessment Lead, to help evaluate our school's performance. Following this analysis, areas for development are identified and incorporated into the School Development Plan. This in turn feeds into the performance management targets for staff.

The Headteacher and the SLT support teachers in making assessment manageable and effective. They use learning walks, lesson observations, work moderations and termly PPMs to monitor the effectiveness of assessment across the school and to ensure children are achieving their fullest potential.

Governors examine the termly data analysis provided by the Assessment Lead and challenge our school's attainment and progress through relevant committees and when meeting with subject leaders.

Review of Policy

The Assessment Lead is responsible for updating this policy to ensure it matches current practice and is in line with any new developments in our school/ government guidance. All staff are expected to follow the policy and the SLT, following on-going regular reviews of classroom practice, are responsible for ensuring the effectiveness of practice across the school, reporting to Governors.