

Hovingham & St Hilda's, Ampleforth CE VC Primary Schools Federation Assessment Policy

May 2019 V14.5.19

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This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

1. Aims and objectives:

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work and what to do next to improve their work;
- to help drive improvement for children and teachers by identifying gaps in learning and planning to meet the individual learning needs of each child;
- to allow teachers to plan work that accurately reflects the needs of each child and enables them to progress in their lessons;
- to measure progress of individual children and cohorts, track underachievement and those falling behind by analysing and evaluating performance;
- to provide reliable information for parents that enables them to support their child's learning;
- to moderate outcomes between schools to ensure consistency;
- to ensure we are keeping up with external best practice and innovation through networking with other schools;
- to share summative assessment information across the federation to benchmark standards and raise aspirations;
- to provide LGB and Governors with an accurate picture of school performance that enables them to hold the leadership to account;
- to have a consistent approach that measures school progress against national standards.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

At Hovingham and St Hilda's C of E Primary Schools we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Our assessment policy is designed to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4. Assessment approaches

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. This may be done for example, through marking and feedback, questioning, self and peer-assessment, observations. It will be used to assess knowledge, skills and understanding, as well as to identify gaps and misconceptions.

Teachers will assess within lessons and across units of work to ensure children are progressing. Elicitation tasks will often be used at the start of a lesson/unit of work to create a baseline to allow the teacher to measure progress at the end of the lesson/unit of work.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on School Pupil Tracker. Test materials are used termly to support teachers with making accurate teacher assessment judgements. Teacher summative assessments of units, topics or coverage are reviewed at the end of every half term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning and learning. Judgements against the key objectives identified in School Pupil Tracker will be made regularly to ensure the teacher can track the progress of individuals, key groups and the class.

Summative assessment will provide useful information for improving future learning and used to demonstrate improvement over a period of time. Learning outcomes are shared with children and they play an important role for all children in knowing how they are progressing and how they can progress in the future.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Baseline at the beginning of the reception year
- End of EYFS (Foundation stage profile)
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

5. Collecting and using data

Assessment of EYFS children.

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals. Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development.

From September 2015, all children entering Reception undergo a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the early year's foundation stage (EYFS) and to the key stage 1 national curriculum in English and mathematics.

Year 1 Phonics Screening

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6).

From September 2015 Year 2 and Year 6 children will be assessed against the new end of key stage performance descriptors for the 2014 national curriculum. Children in year 2 and year 6 will still continue to sit test papers (see over). In Year 2, the test papers/tasks will be used to inform teacher assessment. Writing for both year 2 and year 6 will continue to be teacher assessment.

National Curriculum Assessments 2019 onwards will be as follows:

Year Group	2019 Test/tasks
Year 2 – all subjects teacher assessment	<ol style="list-style-type: none"> 1. Reading test, used to inform teacher assessment 2. Maths test, used to inform teacher assessment 3. Spelling, punctuation and grammar, used to inform teacher assessment 4. Writing teacher assessment Science Teacher Assessment
Year 6 – a mix of tests and teacher assessment	<ol style="list-style-type: none"> 1. Reading test, externally marked 2. Maths test – arithmetic and two problem solving papers, externally marked 3. Spelling, punctuation and grammar test, externally marked 4. Writing teacher assessment Science Teacher Assessment

Assessment in Years 1-6 (other than statutory end of Key Stage tests):

From September 2015 all primary children at Hovingham & St Hilda's, Ampleforth CE VC Primary Schools Federation are being assessed against the new National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. These are a set of statements which clearly outline the skills and knowledge which a child should achieve by the end of a particular year and are available on the schools' websites.

Children assessed at the end of year 2 and 6 through National Testing will be assessed on a scaled score with 100 = Age related expectations.

Our school pupil tracker is used to keep records for each child and these are monitored by school leaders to identify any children who are not progressing or achieving as well as they should.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. At Hovingham & St Hilda's CE VC Primary Schools Federation we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our assessment information is accurate and consistent across the cohorts, and schools.

Teachers are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- 1) With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- 2) With colleagues from other schools (led by a school-based LA moderator)
- 3) By attending LA sessions to ensure our judgements are in line with other schools

Moderation will be organised as follows: Various cluster events with Howardian Alliance dates in the diary.

Hovingham & St Hilda's, Ampleforth CE VC	Autumn	Spring	Summer

Primary Schools Federation Moderation			
Reading	Key stage/school based	Whole school staff meeting	School-based moderation LA Moderation Howardian Alliance Moderation
Writing	Federation moderation (all years)	Federation Moderation (EYFS, Year 2 & Year 6)	
Maths	Federation moderation (all years)	Federation Moderation (EYFS, Year 2 & Year 6)	

Tracking pupil progress

Assessment information is reviewed termly at Pupil Progress meetings and used to target children who are not at Age Related Expectations and for plan/evaluating intervention. Children who are underachieving or making slow progress will be the focus of ‘catch up’ meetings to support the identification of gaps and barriers. Senior leaders and the SENCO all complete an analysis of the assessment information to review progress for their specific area of responsibility.

6. Reporting to parents and stakeholders

Pupil assessments will be reported to parents, through annual reports, parents’ evenings, and informal meetings. Annual reports will include brief details of achievements in all subjects and activities forming part of the school curriculum and it will highlight pupil’s strengths and areas for development. It will comment on the pupil’s general progress and the arrangements for discussing the report with the pupil’s teacher. The pupil’s attendance record, except where the pupil is in reception, will also be included. Where attendance is to be reported, it will include: the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances.

Where any public examinations have been taken, the results will be reported to parents by subject and grade.

Each term the local governors and directors receive an assessment information report prepared by the headteacher. Each school will publish statutory end of Key Stage assessment information at the end of each academic year on the school website.

7. 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 will 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. Pupils with Special Educational Needs will have their specific needs reviewed at least termly against the outcomes agreed on their My Support Plan.

8. Training

Teachers will be kept up to date with developments in assessment practice through the Headteacher, Subject leaders and local authority training. They will be able to attend training and moderation opportunities to develop and improve their practice on a regular basis.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed and the Headteacher, senior leaders and governors will monitor the effectiveness of assessment practices across the school through moderation, lesson observations, book scrutinies and pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Feedback and marking policy

12. Transition

When a child transfers to one of our schools we will make every effort to obtain assessment information from the previous setting as quickly as possible. The school will also conduct a baseline assessment of each new

child as soon as possible to ensure that no time is wasted in continuing a child's learning. Where a child has SEND or EAL more specialist assessments may required to be made by the class teacher or outside agencies.

At the end of the Summer Term a final gap analysis will be completed for any children who have not met the expected standards for their age. During the first half of the autumn term, these children will have specific interventions to help close the gap and ensure they can continue to access the next stage of the curriculum in line with their peers.

Assessment tests and tasks

Year	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> ✓ On entry assessment ✓ Baseline assessment ✓ Half termly updates ✓ End of term assessment 	<ul style="list-style-type: none"> ✓ Half termly updates ✓ End of term assessment 	<ul style="list-style-type: none"> ✓ Half termly updates ✓ End of year assessment.
Year 1	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ End of Term Reading Test (PIRA) and SPAG test scores added to tracker ✓ 2016 Phonic Test ✓ Termly Maths assessment (Headstart Autumn Y1) 	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ End of Term Reading Test (PIRA) and SPAG test scores added to tracker ✓ 2017 Phonic Test ✓ Termly Maths assessment (Headstart Spring Y1) 	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ Standardised Reading Test ✓ Phonic Test 2019 ✓ Termly Maths assessment (Headstart Summer Y1)
Year 2	<ul style="list-style-type: none"> ✓ Half termly tracker update <p>NOVEMBER</p> <ul style="list-style-type: none"> ✓ End of Term Reading/SPAG Test 2016 SAT and score added to tracker ✓ Use end of key stage expectations and tracker to establish Writing judgements ✓ Termly Maths assessment (2016 KS1 Papers) 	<ul style="list-style-type: none"> ✓ Half termly tracker update <p>FEBRUARY</p> <ul style="list-style-type: none"> ✓ End of Term Reading/SPAG Test 2017 SAT and score added to tracker ✓ Use end of key stage expectations and tracker to establish Writing judgements ✓ Termly Maths assessment (2017 KS1 Papers) 	<p>APRIL/MAY</p> <ul style="list-style-type: none"> ✓ Use of 2018 KS1 Maths, Reading and SPAG papers) ✓ Half termly tracker update <p>MAY</p> <ul style="list-style-type: none"> ✓ SAT Reading/SPAG 2019 Tests ✓ Use end of key stage expectations to establish Writing judgements <p>JUNE</p> <ul style="list-style-type: none"> ✓ Year 2 Phonics check for those who did not pass in Year 1.
Year 3	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ End of Term Reading Test (PIRA) and SPAG test scores added to tracker 	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ End of Term Reading Test (PIRA) and SPAG test scores added to tracker ✓ Termly Maths Assessment (Headstart Spring Y3) 	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ Standardised Reading Test/ SPAG tests ✓ Termly Maths Assessment (Headstart Summer Y3)

	<ul style="list-style-type: none"> ✓ Termly Maths Assessment (Headstart Autumn Y3) 		
Year 4	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ End of Term Reading Test/ SPAG test (PIRA) and test scores added to tracker ✓ Termly Maths Assessment (Headstart Autumn Y4) 	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ End of Term Reading Test/ SPAG test (PIRA) and test scores added to tracker ✓ Termly Maths Assessment (Headstart Spring Y4) 	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ Standardised Reading Test/ SPAG tests ✓ Termly Maths Assessment (Headstart Summer Y4)
Year 5	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ End of Term Reading Test/ SPAG test (PIRA) and scores added to tracker ✓ Termly Maths Assessment (Headstart Autumn Y5) 	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ End of Term Reading Test/ SPAG test (PIRA) and score added to tracker ✓ Termly Maths Assessment (Headstart Spring Y5) 	<ul style="list-style-type: none"> ✓ Half termly tracker update ✓ Standardised Reading Test/SPAG test ✓ Use trackers and end of key stage expectations to establish Writing judgements ✓ Termly Maths Assessment (Headstart Summer Y5)
Year 6	<ul style="list-style-type: none"> ✓ Half termly tracker update <p>OCTOBER</p> <ul style="list-style-type: none"> ✓ End of Term Reading/SPAG Test 2016 SAT and score added to tracker ✓ Use end of key stage expectations and tracker to establish Writing judgements ✓ Termly Maths assessment KS2 2016 SAT 	<ul style="list-style-type: none"> ✓ Half termly tracker update <p>FEBRUARY</p> <ul style="list-style-type: none"> ✓ End of Term Reading/SPAG Test 2017 SAT and score added to tracker ✓ Use end of key stage expectations and tracker to establish Writing judgements ✓ Termly Maths Assessment KS2 2017 SAT 	<ul style="list-style-type: none"> ✓ Half termly tracker update <p>APRIL/MAY</p> <ul style="list-style-type: none"> ✓ Termly Reading, Maths & SPAG Assessment Test 2018 SAT paper) <p>MAY</p> <ul style="list-style-type: none"> ✓ SAT Maths, Reading Test/ SPAG tests 2019 <p>MAY/JUNE</p> <ul style="list-style-type: none"> ✓ Use end of key stage expectations to establish Writing judgements

Year	Autumn	Spring	Summer
Reception			
Year 1	https://www.twinkl.co.uk/resource/t-pa-922-year-1-english-grammar-and-punctuation-test-pack Rising Stars Spelling? https://www.gov.uk/government/publications/phonics-screening-check-2017-materials https://www.gov.uk/government/publications/phonics-screening-check-2018-materials		
Year 2	https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials SPAG/Reading		
Year 3	https://www.twinkl.co.uk/resource/t2-e-1587-year-3-english-grammar-and-punctuation-practice-test-pack https://www.twinkl.co.uk/resource/t2-e-1672-year-3-and-4-spelling-test-practice-pack Test 1 2 3		
Year 4	https://www.twinkl.co.uk/resource/t2-e-1588-year-4-english-grammar-and-punctuation-practice-test-pack https://www.twinkl.co.uk/resource/t2-e-1672-year-3-and-4-spelling-test-practice-pack test 4 and 5 Then Rising Stars Year 4 Standardised Score		
Year 5	https://www.twinkl.co.uk/resource/t2-e-1589-year-5-english-grammar-and-punctuation-practice-test-pack https://www.twinkl.co.uk/resource/t2-e-1673-year-5-and-6-spelling-test-practice-pack test 1 2 3		
Year 6	https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials SPAG/Reading		

Review

This policy will be reviewed regularly throughout the year by the senior leaders to ensure it accurately reflects, school, academy and national developments.