



Assessment Policy

(See also 'Marking and Feedback', 'Early Years' and 'Target Setting' policies)

This policy represents the agreed principles for the use and application of Assessment throughout the school. This policy has been agreed by governors within the school and all teachers representing the Early Years Foundation Stage, Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3, 4, 5 & 6).

School aims:

Our aims for the school are based on our agreed values and inform our vision for the school. These are:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: **assessment for learning and assessment of learning.**

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the objective of their learning, where they are in relation to this objective, and how they can achieve this objective (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, a year or a key stage. Test results describe pupil performance in terms of age relatedness. These test results are used to supplement Teacher Assessment and to inform future planning and intervention.

We give our children regular feedback on their learning so that they understand what it is that they need to do to improve their work further. We believe that their involvement in the review process raises standards and that it empowers pupils to take action towards improving their performance.

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for

- To raise standards of learning
- To identify children for intervention
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Shepherd Primary School we will:

- Evaluate pupils' learning to identify those pupils with particular needs (including those who are most able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating learning where appropriate
- Ensure pupils are aware of the learning objective and steps to success and encourage them to evaluate their progress so that they understand the next steps they need to make
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark children's work on a daily basis so that it is constructive and informative, (in accordance with the marking policy) setting children next steps tasks/challenges in order to move learning on in Mathematics and English
- Ask children to respond to improvement marking using their purple polishing pens
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects half termly and termly using a common format and make relevant comments about pupils progress, especially those working below or above age related expectations
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school
- Use Assessment for Learning strategies such as:
 - Success criteria
 - Self and peer evaluation
 - Discussion and talk
 - Conditions for learning – display
 - Learning journey – children know what is being taught next
- In the Early Years setting, learning opportunities are derived and planned from the children's interests. Staff collaborate regularly with the children and record children's interests on an 'Interest Wall' within the setting, which provides the starting point for learning. Staff use their observations of the children through both adult initiated and child initiated learning to guide the planning process, highlighting their strengths and areas of development.

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which is used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. See Appendix I 'How assessment takes place at Shepherd Primary School' which outlines the formal cycle of assessment.

The Assessment cycle at Shepherd Primary School will include assessments and data from:

- Herts Assessment Scheme for Mathematics, English, Science and Computing for every child and is ongoing during the school year (highlighting assessment criteria statements)
- Statutory tests – Foundation Stage Profile and End of Key Stage Tests
- Half Termly Writing assessments (writing assessments are recorded in individual portfolios which are then annotated with assessment notes)
- Termly Computing assessment tasks
- Assessment Manager 7 is used to record Mathematics, English, Science and Computing levels at the end of each term. Phonics levels are recorded at the end of every full term for Years 1 and 2
- Book Band colour levels and Phonics phase levels are recorded at the end of every term on tracker sheets
- Mapping grids to show pupils' progress from entry and in comparison with national expectations, using Assessment Manager 7
- End of unit knowledge and skills assessments for Foundation subjects (which appear on the end of each Medium Term Planning sheet).
- Y1 national phonics screening every June

In Early Years, each child has a Learning Journal. Observations, examples of work and 'Magic Moments' are gathered and cross referenced against the age related scales to show coverage. This then highlights whether a child is working below, within or above age related expectations. These learning journals aid the teacher to complete the Early Years Assessment Toolkit which tracks children's progress against Early Years Outcomes and the Early Years Foundation Stage Profile. See Appendix II 'How Assessment takes Place in the Early Years'.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. Through regular analysis of pupils' attainment, teachers ensure that every pupil is set challenging and realistic targets. Teachers will support children to ensure that targets are met through the use of effective classroom organisation, careful planning and the use of differentiation.

To achieve this at Shepherd Primary School we will:

- Follow the Assessment cycle and update the data each term at Pupil Progress meetings
- Use information to identify percentages of children working below, within or above age related expectations within a cohort
- Analyse the data and review targets for individuals. This information will be used to identify intervention groups, including those pupils who are Most Able and those with Special Educational Needs
- Set cohort targets for Mathematics and English alongside the Headteacher and share information with the Headteacher, Assessment Coordinator, SENCO, Subject Leaders and Link Governors
- Work with colleagues to moderate Mathematics, English, Science and Computing every term
- Analyse data for each class on a termly basis in order to track progress and identify any underachieving pupil groups e.g. BME, EAL etc
- Analyse data at the end of each academic year to track 'value added' progress made
- Pass cohort data and analysis to the next teacher

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The school uses a range of strategies to keep parents fully informed about their child's progress in school. At the beginning of each new term a 'Curriculum Newsletter' is sent home which highlights the planned learning for the coming term. Suggestions and guidance are also given outlining how parents may assist children in their learning. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work, or anything that might affect their child's work.

Each term, the school offers parents the opportunity to meet their child's teacher. These are referred to as 'Parent Consultation Evenings'. During the autumn and spring terms, parents make private appointments to discuss their child's achievements and progress. During the summer term, parents are given the option of a private consultation during the end of year Open Evening. This consultation reviews the child's overall progress using the end of year report as a basis for discussion.

Parents and carers are given a written report of their child's progress and achievements at the end of each academic year. In these reports, targets are identified for the next school year and a space is reserved for children to give their own evaluation of their performance. Parental feedback is also encouraged on these reports.

In the end of year reports for pupils in Year 2 and Year 6, details are also provided of the levels achieved in the National Curriculum tests and Teacher Assessment levels. End of year reports for Year 1 also contain the results of the national phonics test.

Parents and carers of pupils in the Early Years are given the opportunity to discuss their child's progress and share the Learning Journal each term. The parents and teachers work together to complete the pupil's termly report and set targets. During the final meeting the school offers parents of pupils in Reception the opportunity to discuss their child's Foundation Stage Profile.

At Shepherd Primary School we will:

- Provide opportunities for three parent consultation evenings so that parents can discuss progress made, how well their child has settled and be involved in the target setting process
- Discuss pupil progress at the request of a parent by appointment.

Monitoring and Review

All subject leaders talk to children and study examples of children's work on a regular basis. This is referred to as 'Work Sampling'. Subject Leaders regularly meet with their Link Governor to share information about their subject, including standards. Teachers refer to regional and national assessment exemplifications, such as Hertfordshire's Assessment materials, to help inform them about the standard of the children's work. Subject leaders provide feedback to all staff during INSET meetings, identifying strengths and areas for further development, in order to make sure the monitoring exercise has impact in terms of improvement.

It is an essential part of the Headship Group's role, in liaison with class teachers and subject leaders, to monitor the progress of individual children and specific groups of children i.e. SEN, PP, FSM, BME, EAL, V, Most Able, summer born and boys/girls. Data is analysed termly during Pupil Progress Meetings. Intervention groups are then set from data analysis. This analysis is fed back to all teaching staff and woven into prospective INSET programmes in order to address imbalances and improve attainment by all groups regardless of background.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Shepherd Primary School we will:

- Meet regularly in Key Stage meetings to moderate Mathematics, English, Science and Computing work
- Moderate work through planning and work scrutinies, feeding findings back to members of staff
- Collate evidence to back up teacher assessments
- Participate in moderation schemes in the Local Authority for Foundation Stage, KS1 and KS2

The Role of the Subject/Aspect Leader:

The Assessment Co-ordinators will:

- Formulate the school's assessment policy in consultation with the Headteacher, Staff and Governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource the school with relevant tests and update the assessment cycle
- Alongside the Head Teacher, maintain tracking data and consult with all staff about the targets set
- Highlight pupils who have made no progress or are working below expectations and plan effective interventions for this group of children (alongside the Class Teacher and SENCO)
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

Review

This policy will be reviewed at least every 2 years.

Appendix i 'How Assessment takes Place in the EYFS at Shepherd Primary School'.

Appendix ii 'How assessment takes place in KS1 & 2 at Shepherd Primary School'

How assessment takes place in EYFS at Shepherd Primary School

Daily	Planning annotated and adjusted according to the outcome of each small group activity. CIL planning also evaluated and annotated.
Weekly	One piece of evidence collected for each child for their Learning Journal (e.g. short observation of skills, knowledge, activity, annotated photograph, children's work – all mainly CIL evidence). Individual Age Related Expectations sheets highlighted as expectations met. Next steps identified.
Termly	<p>Parent Consultations held in Autumn and Spring terms to review progress and Learning Journals. In the Summer term parents are invited to discuss the Profile with their child's class teacher.</p> <p>Early Years Outcomes updated and analysed:</p> <ul style="list-style-type: none"> Entry End of Autumn End of Spring End of Summer <p>Individual Early Years Outcomes sheets highlighted as expectations met.</p> <p>End of term progress meetings – class teachers to meet with a member of the Headship Group to identify those children who are not on track and to plan appropriate intervention.</p>
Annually	<p>Early Years Foundation Stage Profile summative assessment completed for Reception and sent to County. Data analysed.</p> <p>Mid-year and end of term reports written for Reception.</p> <p>End of year reports written for Nursery.</p>

How assessment takes place in KS1 & 2 at Shepherd Primary School

	Mathematics and English	Foundation Subjects and Computing
Daily	<ul style="list-style-type: none"> • Work marked according to success criteria • Next steps feedback given either written or verbally (two stars and one wish) • Planning annotated and adjusted according to the outcome of each lesson • Children given allocated time each day to respond to teacher marking from the previous day • HfL assessment criteria documents highlighted (with a different colour each term) for Reading, Writing and Maths • Personalised targets updated and kept in the front of every child's Maths and Writing books • AfL embedded in all lessons • Phonics assessments made in accordance with Letters and Sounds • Children self-assess using traffic light colours in KS1 and smiley/sad faces in KS2 	<ul style="list-style-type: none"> • Work marked according to success criteria. • Next steps feedback given (either written or verbally) • Planning annotated and adjusted according to the outcome of each lesson • AfL embedded in all lessons • HfL assessment criteria documents highlighted with a different colour each term for Science and Computing (for focus children) • Children self-assess using traffic light colours in KS1 and smiley/sad faces in KS2
Weekly	<ul style="list-style-type: none"> • Work marked according to success criteria • Next steps feedback given either written or verbally (2 stars & 1 wish) • Where appropriate, teachers to consider moving pupils between colour groups • Class teachers to enter 'using assessment to inform planning' targets identified for each group on their weekly Maths and English plans • Each class teacher plans for and teaches a guided group (for Maths and English) every Thursday • Phonics assessments made in accordance with Letters and Sounds 	<ul style="list-style-type: none"> • Lesson assessments recorded on each foundation subject Medium Term Plan (MTP) with a focus on knowledge and skills
Half Termly	<ul style="list-style-type: none"> • A variety of tools used for assessing progress in Reading, Writing and Maths (see document entitled 'Useful tools currently being used for assessment April 2016') • Herts criteria and ITAF (Yrs 2 & 6) used to assess writing • Personal targets updated as and when necessary • Assessments are used to set up small group and individual interventions for pupil falling behind. Impact of interventions carried out to be evaluated by the class teacher and intervention teacher • 'Using assessment to inform planning' sheet to be completed identifying group targets to be achieved in the following half term. Every class teacher will analyse the 'using assessment to inform planning' sheet at the end of each half term 	<ul style="list-style-type: none"> • End of unit assessment tasks carried out for Science and Computing (HfL format) • Computing unit tracker completed for focus children • End of unit assessments carried out and presented on MTP format to assess knowledge and skills
Termly	<ul style="list-style-type: none"> • HfL assessment criteria documents highlighted with a different colour each term for Reading, Writing and Maths (for focus children) • Phonic level and book band reading trackers completed • Assessments carried out using HfL phases/steps criteria. Data collected and analysed by the SLT 	<ul style="list-style-type: none"> • End of unit assessments carried out and presented on MTP format to assess knowledge and skills
	<ul style="list-style-type: none"> • Pupil Progress Meetings: Class teachers to meet with a member of the Headship Group to identify those pupils who are not on track to meet their end of year progress target and to plan appropriate intervention • AM7 data analysed 	
Bi-annually	<ul style="list-style-type: none"> • Pupil reports sent home to inform parents of progress by end of Spring half term (February), and end of Summer Term. HfL phases and steps reported on only in Year 2 and Year 6 in July. Phonics screening check data is reported on in the Year 1 reports. 	

How assessment takes place in KS1 & 2 at Shepherd Primary School