

Hillside Primary School



Assessment Policy

The next scheduled review date for this policy is Autumn 2023

Assessment Policy

Why do we assess?

Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against age related expected standards. Our assessments inform our immediate and long-term planning.

Our assessment gives:

Pupils - the learners - an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning

Teachers the detailed knowledge of their pupils' achievements which they can use to inform future learning, their planning and their teaching

Parents and carers regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children

School leaders and governors' information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school

External agencies and partners (such as those schools organisations in which a pupil will receive the next stage of his/her education, or the Council, the DfE and Ofsted) the evidence that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

What are schools and settings statutorily required to assess?

Teachers carry out day-to-day assessments and checks on pupils' understanding and progress as part of their day-to-day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our pupils' achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England.

These formal assessments currently include:

- An end of Early Years Foundation Stage assessment.
- The Phonics Screening Test at the end of Year 1
- End of Key Stage 1 assessment (SATs) (Year 2)
- Multiplication Tables Development Check (Year 4)
- End of Key Stage 2 assessment (SATs) (Year 6)

Hillside Assessment Process

Schools are encouraged to create their own assessment system. The assessment system we have at Hillside follows the DfE Assessment principles:

Give reliable information to parents about how their child, and their child's school is performing

Help drive improvement for pupils and teachers

Make sure the school is keeping up with external best practice and innovation

Early Years Foundation Stage Unit (EYFS)

Children in the EYFS are assessed on entry to Nursery and Reception by the EYFS team. The Nursery children are assessed against the Early Years curriculum and the Reception children are assessed using the national, government –led online baseline assessment tool. The evidence collected gives the team a ‘baseline’ from which progress is tracked. This information is then used to inform future planning for individuals and groups of children. Ongoing assessments then continue on a weekly basis with more formal assessments taking place at the end of each term. Evidence is gathered through observations of learners, samples of learning, photographs, parental contributions and conversations that demonstrate the child’s understanding of a given concept. This evidence enables staff to create a profile of each child.

At the end of Reception, children are assessed against the Early Learning Goals and reported as either Emerging or Expected. This helps to identify those who are achieving a good level of development (GLD) and those who need additional support as they move into Year 1.

KS1 and KS2

Children at Hillside are assessed against the National Curriculum objectives using an electronic system, which tracks formative assessments (for core subjects only) and allows teachers to input summative assessments. Regular judgements about each child’s attainment and progress are then made. This system assesses national curriculum objectives for reading, writing, SPaG, science and mathematics from year 1 to Year 6. In addition, Excel spreadsheets are utilised to collect data for the foundation subjects also. The language of Emerging, Developing and Securing enables teachers to assess children against the end of year expectations and the use of sub steps (use of a + symbol shows partial achievement of objectives) provide graduated steps to achieving the outcomes expected.

In addition, our assessment practice involves marking pupils’ work daily and providing written and oral feedback that identifies successes and the next steps for improvement and checking that they have responded to this feedback (regular, planned Fix-it time either within the lesson or after where necessary). We continue to engage pupils in the whole assessment process by building self-assessment strategies into our teaching.

What are the key features of our assessment procedures?

Our assessment procedures will continue to give attention to helping pupils to meet or exceed national expectations and achieve the highest standards they can, over each key stage of their learning. The National Curriculum sets out what our pupils need to learn but we decide how we assess our pupils’ attainment and progress over the key stage.

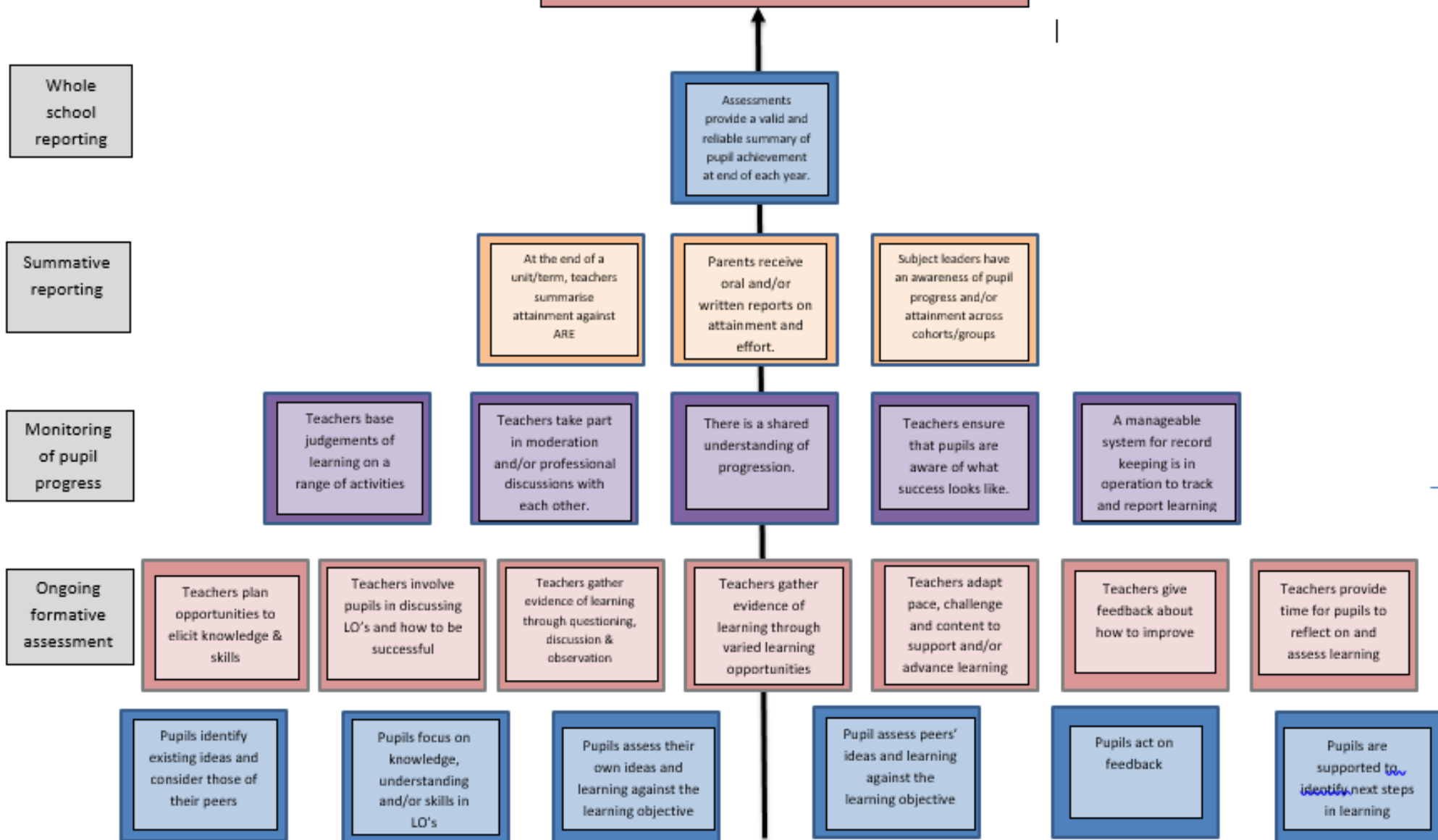
Across all year groups gathering evidence of children’s progress and development will continue with a wide range of assessment including both formative and summative assessment.

Formative assessment consists of *day-to-day* assessment- usually through observations, questioning, conversations, marking work etc. Weekly (KS1) and fortnightly (KS2) spelling reviews take place and children’s knowledge of their times tables is reviewed regularly also. Formative assessment informs future planning and ensures pitch is correct and progress is made. Regular knowledge retrieval practice is integrated within lessons and allows children to further embed knowledge assimilated in lessons. Research shows regular retrieval practice greatly impacts on retrieval, strengthens long-term memory and makes recall retrieval of information quick and more efficient.

Summative assessments include reviews and assessments. At Hillside, Children take part in regular assessments to demonstrate their understanding of reading, writing and mathematics and provide teacher, parents and children with clear assessment information.

We have developed an assessment pyramid tool that provides a structure to help us to evaluate and develop our assessment processes. The rich formative assessment information collected by teachers in the course of ongoing classroom work is also utilised for summative purposes. (See below)

Direction of Information flow through the school



Moderation takes place regularly within school and also between other schools in the city. Further quality assurance of assessment judgements also takes place from other external sources to ensure consistency and validation of assessments.

Our assessment

Teachers at Hillside teach from the National Curriculum and cover all requirements for the specific year groups. These requirements are called 'End of Year Expectations' These clearly set out the minimum requirements a learner must meet in order to ensure continued progress throughout the year in line with age related expectations.

A copy of the End of Year Expectations for Reading, Writing and Maths is displayed on the website and within children's work books. They are also available from school upon request.

At Hillside we have developed our assessment system based upon three stages.

Learners are assessed against their end-of-year expectations to determine whether they are

Emerging

Developing

Securing

Early Years Curriculum						
Year 1	E1	E1+	D1	D1+	S1	S1+
Year 2	E2	E2+	D2	D2+	S2	S2+
Year 3	E3	E3+	D3	D3+	S3	S3+
Year 4	E4	E4+	D4	D4+	S4	S4+
Year 5	E5	E5+	D5	D5+	S5	S5+
Year 6	E6	E6+	D6	D6+	S6	S6+

The National Curriculum focuses very much on ensuring children have a breadth of understanding within the concepts and skills they learn. The application of skills and understanding across a wide range of curriculum areas is key. Rather than moving through the objectives, the focus is on moving 'within' developing a deeper understanding.

As they progress through the year, children will make progress towards more of the end of year expectations and move at varying pace through the scale. Our assessment process (see above) allows children to move through the assessment system at their own pace and children remain within their year group objectives to ensure that objectives are met and evidence shows that

children are secure with them in a range of contexts. This ensures that children do not have gaps in their understanding and a secure foundation to continue building upon. (However, in exceptional circumstances children may access the next year's objectives). In certain cases, some children may have specific needs with certain areas of the end of year objectives e.g. spellings/ handwriting/ fractions etc. High quality first teaching in the first instance will be utilised to address areas of difficulty. In addition, further interventions and/ or support may also be put into place.

It is expected that the vast majority of children will meet the end of year expectations (securing), with some children achieving a good level of depth and mastery.

Reporting to parents

Parents are given the opportunity to meet with teachers whenever the need arises and specifically after receiving their child's annual report at the end of the Summer term. Parents' Evenings are held twice a year in the Autumn and Spring terms. Each class presents one assembly and one showcase that parents are invited to during the year. Parents are invited into school to support and celebrate the children's learning such as Celebration Assemblies, shared reading opportunities and parental workshops to name a few.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, which will include the total number of possible attendances for that child and the total number of unauthorised absences for that child, expressed as a percentage of the possible attendances.
- The results of national statutory assessments
- Target Setting

Hillside Primary School is committed to giving all pupils every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the attainment of all children.

Long Term Targets

The end of year expectations for the year group the child is currently working on is available to download on the school website. Teachers refer to objectives when teaching and marking.

Short Term Targets

Children receive daily feedback from their class teacher in the form of both oral and written feedback. In the majority of lessons, each piece of work is graded in terms of effort and understanding from both the child and teacher. Where necessary a 'Fix It' or 'Fix It Challenge' is given. This short-term target enables children to improve, consolidate or extend their learning on a daily basis.

The following image details how the teacher grades pieces of work in terms of effort and understanding (left-hand chart) and also how each child self-assesses their work after reflecting on the lesson and their learning (right-hand chart).

E.g.

A child who has put in maximum effort and shows an excellent understanding of the learning objective is awarded an A1 by the teacher

A child who reflects that they could have put a little more effort into their learning but has a good understanding may self-assess with B1

What my teacher thinks...		What I think...	
Effort		Effort	
A	Excellent work Clear presentation You have met the challenge.	A	I tried really hard today I avoided distractions I challenged myself.
B	Satisfactory amount of work Acceptable presentation You have tried to meet the challenge.	B	I could have tried harder I concentrated for most of the lesson I know I could have done more.
C	Unsatisfactory amount of work Poor presentation You have not challenged yourself. Discuss with an adult.	C	I really wasn't trying today I let things distract me from my learning I will need to try much harder next lesson.
Understanding		Understanding	
1	Excellent understanding. You have achieved or exceeded the learning objective.	1	I am confident enough to explain it to someone else. I have achieved or exceeded the learning objective.
2	You have some understanding of the learning objective.	2	I understood most of this and feel I have nearly met the learning objective.
3	You did not understand the learning today and did not achieve the lessons objective.	3	I really struggled with today's learning and do not feel that I have met the learning objective.

Within maths lessons, additional time is given to ensure the children's work is marked in the moment and fixed within the lesson. The additional time added on to maths lessons enables staff to work with children, fixing their work there and then or to offer a further task that either consolidates or challenges their thinking.

The following flow chart diagram explains the assessment process.

Hillside Primary School Assessment Process

