

Assessment Policy for Hawthorn Tree Primary School – September 17

The importance of Assessment at Hawthorn Tree Primary School

Assessment is an integral part of teaching and learning and is incorporated in the National Curriculum statutory procedures. At Hawthorn Tree Primary School we believe the key purpose of assessment is to ensure children move forward in their learning. Continuous monitoring of children's progress enables the teacher to know what skills, knowledge and understanding of concepts the children have. This information is then used to inform future planning which results in improving the progress of children's learning.

The aim of Assessment

- To ascertain children's prior skill and knowledge.
- To plan work according to the children's level of ability.
- To edit planning in order to match the objective and children's specific needs.
- To identify children's strengths and weaknesses.
- To progress children's learning.
- To identify specific needs and challenge children's learning.
- To compare children within their cohort, other children in Lincolnshire and national standards.
- To set targets throughout the year.
- Children can use teachers' assessment in order to become self - evaluative learners in order to raise own expectations and self - esteem.
- Encourage pupil's to assess their own learning and that of peers and to develop their own targets.

Statutory entitlement and time allocation for KS1 and 2.

- KS1 statutory assessments are completed in reading, writing and spelling for English and Mathematics according to time prescribed by the DFE regulations in Term 5.
- KS2 statutory SATs are completed in Reading, Writing and Grammar and Spelling for English, and Mathematics according to time prescribed by the DFE regulations in Term 5.

Teaching and learning style - implementation of assessment.

Assessment at Hawthorn Tree Primary School adopts the following styles:

- Formative - provides information for the teacher to plan the next steps in children's learning.
- Diagnostic - provides more information about individual children's strengths and weaknesses.
- Summative - provides a snapshot in time of children's individual achievements for their progress and attainment. These can be in the form of tests.

From 2017 onwards Y1, Y2, 3, 4, 5 and 6 to be assessed using Focus on Assessment age related objectives. Attainment and progress will be judged on

WTS (Working Towards the Standard) 1, 2, 3 and 4.

EXS (At the expected standard) 1 and 2

GDS (Greater Depth standard)

In Reading, Writing, Maths and Science, formative assessment in lessons will be used to assess objectives from Focus on Assessment grids. Also, Arithmetic tests, White Rose tests and Rising Star tests for Maths, Rising Star tests for Grammar, Spelling and Reading and independent writing assessments will be used to triangulate assessments. Finally, Rising stars will be completed by the children 3 times a year for years 1- 6. It is important that teacher assessment and testing informs the judgements we make of the children at the end of each term and the end of the year.

Summative judgement will be made by:

The scale	WTS1	WTS2	WTS3	WTS4	EXS1	EXS2	GDS
	25%	40%	55%	70%	85%	100%	50%+
No of statements	4	6	8	11	13	15	5-10

(Please note the number of objectives may differ according to different year groups and subjects, this is an example from Y1 Maths.)

This is how data is updated on O track, this is updated every term.

Formative assessments are assessed from the focus on assessment objectives. These are year group age related objectives broken down from the national curriculum 2014. These assessments are in front of the children's g guided reading assessments, English books, Maths books and Science books. Once the unit of work has been taught, the teacher will provide the children with assessment opportunities through tasks or tests where the teacher assesses the children, then the assessments are updated on O track. The colour coded system is used below. Formative assessments are updated frequently once the unit of work is complete in Maths, Reading and writing.

Red = The child has not understood yet.

Yellow = The child is showing signs of understanding.

Green = The child achieves on a regular basis.

Purple = The skill is embedded

Grey = Absent

Planning

- At Hawthorn Tree Primary School formative, diagnostic and summative are incorporated into the planning process:
- A long term framework for all subjects in KS1 and 2 is in use.
- In each medium plan, assessment opportunities are planned for and assessed.
- In each short term plan, assessment opportunities are planned for and assessed.
- Skills from Focus on Assessment in English, Maths and Science are assessed over the terms.
- Assessments are carried out by teachers and teaching assistants and this is used to inform future planning.
- The learning objective and success criteria is shared with the children, taught then and assessed.
- To incorporate a range of questioning techniques.
- Offers a range of learning styles.
- Shows differentiation in planning.
- Feedback is given to children in verbal form and written marking. See feed back and marking code and policy.
- Includes planned opportunities for children to evaluate their own work and use self- help strategies, for example, 4B4me (four before me.)

How assessment contributes to learning across the curriculum.

- Once children have been assessed to ascertain specific skills in English, Mathematics and Science, children are able to transfer this into other curriculum areas.
- To follow our marking and feedback policy.
- To give children oral and/or written feedback where possible. This offers challenge and addresses misconceptions.
- Ensure feedback is positive and provides clear targets for improvement so children are able to close the gap in their learning and extend their understanding.
- Pupils carry out a self – assessment at the end of each lesson.

Equal opportunities

All assessments agreed with staff will be carried out with all children at Hawthorn Tree Primary school. However if children have specific learning difficulties that impedes them to take part in the assessment then, assessments will be adapted accordingly. Equally, if children are gifted in curriculum areas, assessments will be adapted accordingly. See SEND policy.

Assessment and monitoring

The subject leader and Head teacher oversees the different forms of assessments throughout the academic year. All subject leaders use assessments to inform end of year report to Governors. When the policy is successful it will be characterised by:

Children who

- Understand the learning intention
- Reflect on their learning
- Evaluate their own achievements against the learning intention
- Achieve the highest standard possible
- Demonstrate their learning independently through work set in class and tests.

Teachers who

- Plan effectively
- Give positive, constructive feedback
- Have high expectations and provide clear targets for improvement

Lessons where

- Children are motivated and are asked to consider their views and understanding.
- The learning needs of all children are met
- Children understand what they need to do to improve
- Classrooms that are lively and welcoming

Background information

The assessment policy was written in accordance with National Curriculum, 'Assessment for learning' documentation.

This policy was compiled by all staff during the Sept 2017. It will be reviewed Sept 18.