



ASSESSMENT POLICY

Reviewed: March 2024

Next review: March 2025

The Principles and aims of assessment

Why do we assess learning?

Assessment is an integral part of teaching and lies at the heart of promoting our pupils education.

Our aims and objectives:

- To ensure accurate assessment information informs effective teaching and learning so that all children make outstanding progress
- To ensure effective tracking of assessment information informs provision for individuals and groups
- To enable all children to know their strengths and areas for development
- To provide useful information to share with parents
- To provide clear information concerning attainment and achievement to all stakeholders

The Three aspects of assessment:

- 1) Ongoing formative assessment- used to evaluate pupils' knowledge & understanding on a day-to-day basis and to tailor teaching accordingly.
- 2) In-school summative assessment- enables schools to evaluate how much a pupil has learned at the end of a teaching period.
- 3) Nationally standardised summative assessment- used by the government to hold schools to account.

Nursery and Reception

In Early Years, we make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years takes the form of both formal and informal observations alongside working in consultation with parents and carers. The Reception Baseline Assessment (RBA) is carried out at the start of the year and provided a snapshot of where pupils are. At the end of Reception, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. During the year, all children in either Nursery or Reception are tracked according to their developmental band in Development Matters.

Year 1- 6

In Years 1-6, we use Otrack, to track our children's progress formatively. Children are assessed for foundation subjects at the end of the topic. Core subjects are formerly assessed at the end of each term. This data, along with teacher observations and daily marking, is fed into termly pupil progress meetings. Where children need additional interventions this is identified. (**See the assessment cycle**).

Ongoing formative assessment

When taught and assessed effectively, all children have the ability to succeed, regardless of their starting points. At Holmleigh, we know that intelligence is not fixed and believe in a 'growth mindset'. We believe that continued effort from children paired with expert support, feedback and encouragement from adults, will lead to outstanding pupil outcomes for every child.

We look at where children are at and what they already know and use this to help plan a sequence of learning. During these lessons formative assessment is used to evaluate pupils' knowledge & understanding on a day- to-day basis and to tailor teaching accordingly through the school's Marking Policy. This happens routinely in all lessons to assess knowledge, skills and understanding and identify gaps or misconceptions in the child's understanding. This information can be used during the lesson to tailor teaching to individual children's needs, as well as after the lesson to shape future planning. Formative assessment is a crucial part of the assess, plan, teach, review cycle.

Formative assessment is part of everyday practice and central to the school's **Marking Policy**. In the classroom, you will see the following:

Rich and deep questioning which challenges thinking and misconceptions

- Provide instant feedback
- Partner talk
- 'Show me' whiteboard work

In School Summative assessment

We recognise that on-going formative assessment is the most useful tool for supporting our children's progress. Our in-school summative assessment enables us to evaluate how much a pupil has learned at the end of a teaching period.

Using Otrack, we track whether or not children are 'on track' to meet end of year expectations by considering:

1. Formative assessment information
2. Standardised test scores
3. Knowledge of the curriculum and the child

Nationally standardised assessments, which include the Reception Baseline Assessment and KS2 SATS (Standard Attainment Tests), are used by the government to hold schools to account. It helps us to identify trends over a number of years and think about how we can improve as a school to ensure that all children make outstanding progress. It is the responsibility of the assessment lead to scrutinise the end of key stage data each year. The Early Years leader analyses the information from Nursery and Reception in order to keep an eye not just on pupils' progress but on the school's continued progress (**See the Early Years policy**).

How assessment outcomes will be collected, moderated and shared

The class teacher collects the data, records it on Otrack and shares this in pupil progress meetings.

In each term, appropriate writing moderation activities will occur to ensure assessments are accurate and all staff know the writing journey from Early years – Year 6

Assessments will be used to monitor pupils' progress across the school in order to put extra provision into place to support or challenge where necessary. It will also be used to inform pupil progress meetings which take place each term.

Sharing assessment outcomes with pupils

Information will be shared with pupils to aid their understanding of what they need to do to progress. See the **Marking Policy** for more information on this.

Sharing assessment outcomes with parents

We have two parents' evenings each year. Targets are agreed and set for each child for the year. These targets are then reviewed and addressed at the second parents' meetings and the children's end of year report. On the child's annual report, we will show whether the child is:

- Working below the national standard
- Working towards the national standard
- Working at the national standard
- Working in greater depth at the national standard

On these reports, we share with parents what their child needs to do next to make progress in reading, writing and maths and give activity ideas for them to do at home. In this way we help parents support their child at home. Parents have the opportunity to discuss this report with teachers at the end of the academic year.

Sharing assessment outcomes with governors

The governors will collect and use assessment outcomes from nationally standardised tests at the end of KS2 as well as discuss pupil information from across the school, in order to hold the school to account.

Professional development

All teachers will be kept up to date with developments in assessment practice and how they will be able to develop and improve their practice on a regular basis. In order to ensure that teachers have a good understanding of best practice in assessment, they will be supported by phase leaders in completing

assessment information as well as in moderation events.

Arrangements for the governance, management and evaluation of assessment

Our assessment policy is a live document which is reviewed regularly in light of insights into best practice and government guidance. The senior leadership team, is responsible for ensuring that the policy is maintained and followed by staff. Along with the Head teacher, it is the subject leaders' responsibility to ensure that assessment practices are effective within the school.

Assessment practices will be judged to be effective according to the following criteria:

- How well does the assessment tool link to the curriculum?
- How is the assessment tool used to inform planning?
- Does the school's approach to assessment allow us to identify groups in need of additional support or challenge?
- Is writing moderation used to inform consistently accurate assessment judgement

