

Houghton on the Hill

Church of England Primary School



School Policy For	<i>Assessment</i>
Date Revised	<i>February 2023</i>
Responsible Committee	<i>Curriculum & Learning</i>
Next Review	<i>2025</i>

INTRODUCTION

This Policy outlines the purpose, nature and management of assessment at Houghton Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Houghton and enables teachers to deliver education that best suits the needs of their pupils.

AIMS

The aim of the policy is to give a clear outline of all assessment techniques at Houghton Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

ROLES & RESPONSIBILITIES

The overall responsibility for assessment belongs to the Headteacher. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

ENTITLEMENT

It is the entitlement of every child at Houghton to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

IMPLEMENTATION

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback is used by teachers to inform their teaching and

ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment at Houghton School are:

- to be **formative**, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be **diagnostic**, providing more detailed information about individual children's strengths and weaknesses
- to be **summative**, providing a snapshot of each child's achievement – these can be reported to parents
- to be **evaluative**, allowing the school and individual teachers to evaluate how effective their teaching is
- to **inform the children** to enable them to develop their learning.

Formative Assessment:

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include, the use of pertinent questioning, use of Whole Class Feedback Sheets and observational assessment. Flexible groupings are used to allow teachers to address misconceptions and gaps in learning immediately. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve. For more information, please refer to the school's Feedback Policy.

Summative Assessments

Teacher Assessments:

At any one time, a pupil will be judged as working at one of the following stages:

- BLW – Working Below the Expected Standard
- WTS - Working Towards the Expected Standard
- EXS – Working at the Expected Standard
- GDS - Greater Depth

These judgements are formed using a range of evidence including work in books, class performance, formal testing and teacher observation.

Formal Assessment

Throughout the school year, pupils will have opportunities for formal assessments, appropriate to their age and stage. These are summarised as follows (statutory assessments shown in bold):

<u>Tests</u>	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
EYFS Baseline Assessment	✓						
EYFS Profile Assessments	✓						
Reading Fluency Checks (termly)		✓	✓				
Phonics Screen (June)	(✓)	✓	(✓)				
PIRA Standardised Reading Tests (termly)		✓	✓	✓	✓	✓	
School-Generated Spelling/Grammar (Aut/Spr)		✓	✓	✓	✓	✓	
School Generated Arithmetic/Reasoning (Aut/Spr)		✓	✓	✓	✓	✓	
Mock SATs past papers (Aut/Spr)			✓				✓
Testbase Optional Tests in RWM (May)				✓	✓	✓	
Times Table Screen (June)					✓		
SATs for Reading, SPaG, Maths (May)			✓				✓

Target Tracker

Tracking of progress is carried using Target Tracker assessment system.

Each year band is broken down into six steps:

- beginning (b)
- beginning + (b+)
- working within (w)
- working within + (w+)
- secure (s)
- secure + (s+)

The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study. It is important for children to demonstrate their mastery of a particular skill at a deep and thorough level before moving on.

Reporting to Parents

- Parents receive a snapshot of formal data at the end of the Autumn and Spring terms, following summative assessments and tests.
- Parents receive an annual report in July, which provides end of year test data and a teacher assessment judgement (GDS/EXS/WTS/BLW) for each assessed subject. National test data is shared formally with parents.