



## HORBURY BRIDGE CE J&I ACADEMY

### Assessment Policy

We aim to provide opportunities for all pupils to learn and achieve whilst preparing children for the responsibilities and experiences of later life. This policy is designed to ensure that all teaching and learning is built upon the needs of our children whilst ensuring that good assessment is at the heart of good teaching and learning. We foster a culture of success through seeing mistakes as learning opportunities and where a growth mindset alongside our values are at the heart of our school.

#### The aims of this policy are to:

- Have a clear picture about the performance of individuals, groups of pupils, key stages and whole school.
- Set targets at a variety of levels based on reliable information.
- Gather information that will inform teachers as to what should be taught next in order to meet the needs of each child.
- Have clarity as to what pupils know, understand and can do.
- Track the progress of every child and ensure that every child makes progress.

#### The principles of assessment

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

#### Our Approach to Assessment

At Horbury Bridge, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class



- Observing children at work and intervening where appropriate
- 'What I know/ want to find out' grids which are used throughout the learning process and questions added to each learning journey.
- Marking, which may be scanning of work to in depth marking with responses required from the children.
- Recording assessment against objectives taught within each curriculum area.
- Book scrutiny to assess progress over a given period of time.
- End of term progress assessments, including tests.
- SEN 1 page profile reviews of progress towards targets.
- Half-termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children.

### **Statutory assessment**

- A short reception base line takes place in the first half term of a child's time in reception. This will sit within the assessments that teachers make of children during reception.
- KS1 – end of year 1 phonics check.
- KS1 – end of year 2 teacher assessments in English, and mathematics.
- KS2 – end of year 6 national tests (SATs) and teacher assessments in English, mathematics and EGPS

### **Planning for Assessment**

- Lessons are planned with clear learning objectives (WALT) and appropriate tasks are set to meet the learning needs of all individuals.
- Success criteria are set and developed with the children.
- Learning is assessed throughout the lesson and planning is adjusted according to how particular concepts are grasped.

### **Assessment techniques**

There are a wide range of assessment techniques used within lessons. These include:

- Observation
- Questioning including the promotion of bigger questions.
- Listening
- The child's active involvement in the learning process
- Written marking (See feedback policy)
- Peer and self-assessment

### **Triangulation of assessment judgements**



It is extremely important that teacher assessment judgements are accurate to ensure that progress is being made and next steps in learning are planned for. In order to ensure consistency across school we triangulate judgments through:

- Pupil progress meetings which highlight focus groups across Writing, Reading and Mathematics, identifying key intervention needed whilst also highlighting accelerated progress and reasons for this. These take place termly. Every teacher is required to analyse these results with a clear plan of action to address this analysis.
- Children randomly being selected from each class for book scrutiny.
- Learning walks and observations of reading, writing and mathematics in practise which will add to the judgements of assessment accuracy.
- Moderation which will consist of termly moderation meetings where a sample of reading, writing and maths will be selected from various classes throughout the year. These will take place to keep our assessment judgements focussed and consistent. We will also attend all LA moderation meetings and pyramid moderation meetings to ensure consistency and accuracy.

### **Writing**

- Every child will have a criterion sheet inside their big writing book. This will be an ongoing record of the child's progress. Dating various points on the sheet may be useful to show where the children were in the writing and how they have improved. This needs to be added to from literacy books and other cross curricular writing. They will also have their best piece of writing in the front of their big writing book.
- Every child will have an individual writing target with every child being part of the target process so they have a say in what they think their target should be. Children will also receive weekly smart targets based on their areas for improvement. It will be down to your professional judgement when that target is achieved. Encouraging children to self assess and show increased awareness of their targets throughout their writing will increase progress and embed their understanding of how to be successful learners in their writing.
- Half a day a term will be given to staff for individual learning conversations with children to review their progress and what their next steps are on a 1-1 basis.
- Children will do an assessed piece of writing each term.

### **Reading**

- Every child will have a reading sheet which collects evidence and have been designed to help you see progression in reading. When a child shows a strength against an area – highlight the strength with your comments so it's easy to lead your questioning in future reading sessions. This will help you get a picture of all aspects of reading for the individual children. This will be an ongoing record of the child's progress. Dating various points on the sheet will be useful to show where the children were in the reading and how they have improved. This needs to be added to from literacy books, comprehension, big reading, individual reading, guided reading, conversations, discussions and other cross curricular reading sessions in school.
- Comprehension conversations will take place termly. This is a summative comprehension conversation which must identify next steps. The first step is to gather and or/review existing evidence about a child's reading. Based on the evidence and the text selected, the teacher will plan a series of questions to help them assess those skills they are less certain of. The questions



need to focus on the ORCS READ and will be recorded for evidence of that child's attainment. This comprehension conversations will be recorded and listened to as part of the moderation process.

- Moderation will consist of termly submission of reading results. Children will then randomly be selected and you have a period of time to gather a portfolio of reading for moderation staff meetings.
- Learning walks, listening to children read and observing reading sessions will add to judgements.

## **Mathematics**

- Every child has an individual record on classroom monitor which is designed so you can see individual and whole class progress in every area. This will help teachers plan for next steps on an individual or whole class level.
- When you teach an area you need to keep an ongoing record of a child's progress on classroom monitor.
- Children will be assessed as beginning, developing, secure, or exceeding.
- Children will be tested using the White rose Maths hub test materials termly.

## **Reporting and targets**

- It is a legal obligation for schools to report at least annually to parents on their child's achievements and progress. The information which must be included is set out in schedule 1 of the Education (Pupil Information) (England) Regulations 2005 as amended in 2008.
- The Governance handbook (November 2015) recommends that boards should produce an overall annual statement for parents. We report termly to parents on their child's progress.
- The board of governors must send teacher assessment results for KS1 to the LA and for KS2 to the DFE
- The LA collates local EYFSP (while it remains compulsory) and KS1 results and sends them to the DFE.

The responsibility of the board of governors in this context is to ensure that:

- Assessments are carried out for every pupil (foundation, phonics check, KS1–KS2 SATs)
- National curriculum tests take place according to regulations.
- Parents are informed of the outcomes of assessments and tests.
- The headteacher sends whole school foundation stage profile results ( while statutory), phonics checks, key stage 1 tasks and tests and teacher assessment results to the LA.
- Results of testing are reported and published as required as part of the government's annual performance tables.
- There is a robust internal target setting process.