



St Hilary School Assessment Policy (To be read in conjunction with the marking and feedback policy)

Introduction

School leaders and teachers need to know how children are learning against the expectations of the new rigorous curriculum. The aim of this policy is to ensure that the whole school has a consistent approach towards assessment and that assessment and pedagogy are inextricably connected. St Hilary School believes that every child can aspire to a good level of mastery and all school staff will promote this.

This assessment policy and its related systems of assessment, have been written paying due regard to teacher workload and encourages a use of formative assessment techniques as an integral part of teaching, without the burden of unnecessary recording and tracking.

Assessment of pupils' attainment and progress will be directly linked to the school's 'real project' curriculum. The new national curriculum puts greater emphasis on the specific knowledge that pupils should acquire by the end of each key stage and requires greater depth and detail of learning. Assessment will promote deep, secure learning for all. Our assessment systems will tie to the new curriculum content, but will not restrict teaching solely to it, but encourage the wider exploration of subjects through the 'real project curriculum', which results in higher attainment and greater enjoyment. Teachers will be able to give more focus to providing pupils with feedback, which clarifies those aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps.

The school's curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts, and a good depth of learning or mastery, before moving onto the next phase of learning. We believe that this is particularly beneficial for pupils with special educational needs and will lead to a more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress.

St Hilary School will use three main forms of assessment:

- ❖ **Day-to-day formative assessment**
- ❖ **In-school summative assessment**
- ❖ **Nationally standardised summative assessment**

St Hilary School will use 'itrack' as a tool to collate and analyse both formative and summative assessments.

Day-to-day in school formative assessment

Principles of in-school formative assessment

St Hilary School believes that formative assessment is the key to good assessment. Assessment goes hand-in-hand with the curriculum; but it is high quality assessment that goes to the very heart of good teaching.

Purposes of day-to-day in-school formative assessment

For pupils: In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents: In-school formative assessments will provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This will reinforce the partnership between parents and St Hilary School in supporting children's education.

For teachers: In-school formative assessment will be an integral part of teaching and learning. It will allow teachers to understand pupil performance on a continuing basis. It will enable teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It will support teachers in providing appropriate support or extension as necessary. It will also enable teachers to evaluate their own teaching of particular topics or

concepts and to plan future lessons accordingly.

For school leaders (including governors): In-school formative assessment will provide a level of assurance for school leaders. Effective formative assessment will lead to an assurance that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations. Teachers, leaders and governors will be able to use the recorded data to look back at the beginning of the year or through the year, or even further back to explore how pupils have moved forward with their learning and see measures of summary progress.

At St Hilary School we:

- Assess the performance of the children at all stages of the lesson adapting and refining the learning process where necessary. *See appendix 1 for questions for teachers to consider.* Children become used to a cycle of the learning of new knowledge building on from a secure understanding of a child's prior learning and knowledge.
- Use low stakes, regular testing within lessons to secure knowledge so that children can 'know more, remember more and be able to do more'. This could be achieved using IT systems such as 'Kahoot' or 'Quizzes'.
- Provide pupils of all ages and abilities the opportunity to ask questions, learn, make progress and reach their full potential;
- Ensure probing questioning stretches the thinking of all pupils and provides opportunity for thought and challenge;
- Use rich question and answer sessions during lessons to evaluate pupil understanding and identify gaps or misconceptions and identify 'corrective' activities;
- Identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons and any appropriate intervention can be organised in consultation with the SENCO;
- Adjust plans to meet the needs of all pupils, differentiating learning objectives where appropriate;
- Ensure pupils are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make;
- Encourage pupils to evaluate their own work against their own learning targets and learning objectives;
- Mark work in line with the schools marking policy.
- Make observations and identify next steps against the 17 areas of development in the EYFS using 'itrack.' Assess the age band children are working at termly in relation to Development Matters Document.

In-school summative assessment

The primary purposes and principles of in-school summative assessment:

For pupils: In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It will be used to provide feedback on how they can continue to improve.

For teachers: In-school summative assessment will enable teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will help teachers to plan for subsequent teaching and learning.


For school leaders: In-school summative assessment will enable school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

At St Hilary School, we will:

- Identify attainment in reading, maths, grammar, punctuation and spelling using NFER standardised tests in years 1-6 each term;
- Use standardised tests (NFER), which will support accuracy of teacher assessments, and record results on the schools online tracking system (itrack). This will be used by teachers, senior leaders and governors to monitor progress and attainment.
- Use question analysis tools to identify areas of strength and weakness.
- Complete detailed analysis of the attainment and progress of cohorts and groups of pupils (eg. gender, disadvantaged pupils, SEN) via the school tracking system. This will be used by school leaders and governors to inform school improvement planning and curriculum development. The school will use this data to build on from successes and evaluate and plan for any less successful areas;
- Use recorded summative data to inform termly pupil progress meetings between senior leaders and teachers,

- ensuring that this informs teaching and supports intervention and support needed for pupils;
- Ensure that summative assessment data is accessible by both teaching staff, parents and governors;
- Use summative data during transition between year groups. This information will tell teachers how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression indicating both the understanding and depth of learning of the curriculum objectives.

How will assessment outcomes be communicated to parents and pupils?

- 2 teacher/parent/pupil progress meetings per school year in addition to a full end of year report.
- Termly individual provision maps for children with SEN and disabilities will be collated and reviewed with pupils and their parents- this will enable teachers to communicate to parents the importance of their child with complex needs building on and applying previously learned knowledge and skills. This model builds on the 'Plan, do, review' process.
- The results of any weekly tests eg. spellings and tables will be communicated to parents on a weekly basis where appropriate.
- A full end of year report supported by the broader context of the child's progress and understanding and targets for improvement.
- Visual methods such as photographs, learning journals or videos with pupils with SEN and disabilities as part of their personal learning plan reviews. 

Nationally standardised summative assessment

Purposes of nationally standardised summative assessment:

For pupils and parents: Nationally standardised summative assessment will provide information on how pupils are performing in comparison to pupils nationally.

For parents: Nationally standardised summative assessment will provide parents with information on how the school is performing in comparison to schools nationally.

For teachers: Nationally standardised summative assessment will help teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors: Nationally standardised summative assessment will enable school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgments about the school's effectiveness.

Nationally standardised summative assessment will:

- Provide end of key stage test data against which the school will be judged;
- Ensure statutory assessments at the beginning and end of EYFS, Key Stage 1 and Key Stage 2 are met;
- Provide information about cohort and group (gender, disadvantaged pupils, ability groups) areas of strength and weaknesses to build from in the future- both short and long term;
- Be used to build a picture over 3 years of trends, and will aim to show improvements over time;

SEN and disabilities

Assessment will be inclusive of all abilities. It will be used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. For pupils with recognised SEN and disabilities, where an alternative curriculum is being delivered, assessment will consider long-term wider outcomes such as higher education, employment and independent living. Objectives and outcomes on EHC plans will be used to measure longer term progress. Individual provision maps will be used as a way of measuring all aspects of progress including communication, social skills, physical development, resilience and independence.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

Teachers will be kept up to date with developments in assessment practice during weekly professional development meetings. These meetings will also give opportunity for teachers and senior leaders to evaluate the quality of the assessment policy.

Annual professional development will be arranged for all teaching staff on the use of formative assessment. Formative

assessment in the classroom will be part of the schools monitoring systems and professional development will be arranged as part of the schools appraisal system.

St Hilary School will endeavor to benchmark assessments by working with neighbouring schools and within school.

Arrangements for the governance, management and evaluation of assessment

The assessment policy will remain a live document against which success can be evaluated to allow for continuous improvement and to provide the flexibility to adapt and amend assessment practice according to what works for the school. Professional development meetings with teachers, senior leadership team meetings and governor teaching and learning committee meetings will be used to evaluate the policy termly during the first year of its use. (2015-2016). Amendments will be made as necessary.

The 'teaching and learning leader' (Mr R Hamshar) is responsible for the monitoring of assessment practices in the school.

Termly moderation during professional development meetings will be used to ensure consistency and accuracy of the policy and practices.

Assessment Recording Procedures and Calendar

Foundation Stage

Autumn Term	<ul style="list-style-type: none"> Information has been acquired prior to the child starting school via consultation with pre-school settings Baseline assessment using 'itrack'. Teachers will begin to assess on itrack which age phase (30-50 months/40-60 months) children are working at in relation to 17 areas of Development Matters which will create a learning journey with observations and photographic evidence. Parents will be taught how to use 'itrack' during the Autumn term and will then be able to comment on the profile throughout year. Data will be used to inform pupil progress meeting at term end with senior leaders. EYFS leader will meet with EYFS governor to review data. Phonics assessed by half-term and entered onto tracking system.
Spring Term	<ul style="list-style-type: none"> Teachers continue to use 'itrack' to assess the 17 areas and feed into learning journeys. Data will be used to inform pupil progress meeting at term end with senior leaders. EYFS leader will meet with EYFS governor to review data. Phonics assessed by phase by half-term and entered onto the school tracking system.
Summer Term	<ul style="list-style-type: none"> Teachers to use 'itrack' to assess 17 Early Learning Goals and create profile judgements. Final scores to be recorded using 'itrack' and submitted to local authority. (Emerging, Expected, Exceeding ELG's) Analysis to be completed by EYFS leader and this information will be used to inform school improvement planning via EYFS governor and senior leaders. Comparison against baseline data to be completed.

Year 1

When	Type of assessment	Subject	Where	What
At end of each Maths unit	Teacher assessment	Maths	itrack	WTS, EXS or GDS NB. use BYG (below year group) or GDS+ (well above year group) in exceptional circumstances. When using NFER standardised scores to help aid the teacher assessment, over 100 would be 'expected' and over 112 would be 'greater depth)
By the end of the term-Spring and Summer only	NFER test	Reading Maths	itrack (in 'AA' column)	Standardised score
By the end of term- (end of unit teacher assessments may be recorded during the term against each 'block' of learning if the teacher feels it would be helpful in aiding the end of term judgement but teachers are left to	Teacher assessment	Reading Writing Maths Grammar and punctuation Science Geography History Art Design Tech Computing	itrack (in 'Assess' column)	WTS, EXS or GDS NB. use BYG (below year group) or GDS+ (well above year group) in exceptional circumstances. When using NFER standardised scores to help aid the teacher assessment, over 100 would be 'expected' and over 112 would be 'greater depth)

<i>make the decision whether this is beneficial to teaching and learning)</i>		P.E R.E Music		
On-going		Spelling (using year group word list)	In teacher mark books or equivalent	
On-going (usually mid-term)		Phonics (by phase)	In teacher mark books or equivalent	
Summer term	Statutory test	Phonics screening	SIMS	Score
At the beginning of term	Data from the previous term, along with evidence in books, will be used to inform a pupil progress meeting			

Year 2

When	Type of assessment	Subject	Where	What
At end of each Maths unit	Teacher assessment	Maths	itrack	WTS, EXS or GDS <i>NB. use BYG (below year group) or GDS+ (well above year group) in exceptional circumstances.</i> <i>When using NFER standardised scores to help aid the teacher assessment, over 100 would be 'expected' and over 112 would be 'greater depth)</i>
By the end of the term-Autumn and Spring only	NFER test	Reading Maths	itrack (in 'AA' column)	Standardised score Teacher assessment/
Summer Term	Statutory test	Reading Maths	itrack and SIMS	Standardised score
By the end of term- <i>(end of unit teacher assessments may be recorded during the term against each 'block' of learning if the teacher feels it would be helpful in aiding the end of term judgement but teachers are left to make the decision whether this is beneficial to teaching and learning)</i>	Teacher assessment	Reading Writing Maths Grammar and punctuation Science Geography History Art Design Tech Computing P.E R.E Music	itrack (in 'Assess' column)	WTS, EXS or GDS <i>NB. use BYG (below year group) or GDS+ (well above year group) in exceptional circumstances.</i> <i>When using NFER standardised scores to help aid the teacher assessment, over 100 would be 'expected' and over 112 would be 'greater depth)</i>
On-going	Teacher assessment	Spelling (using year group word list)	In teacher mark books or equivalent	
On-going (usually mid-term)	Teacher assessment	Phonics (by phase)	In teacher mark books or equivalent	
Summer term	Statutory test	Phonics screening for Y2 who did not meet expected standard at Y1	SIMS	Score
At the beginning of term	Data from the previous term, along with evidence in books, will be used to inform a pupil progress meeting			

Year 3, 4 and 5

When	Type of assessment	Subject	Where	What
At end of each Maths unit	Teacher assessment	Maths	itrack	WTS, EXS or GDS <i>NB. use BYG (below year group) or GDS+ (well above year group) in exceptional circumstances.</i> <i>When using NFER standardised scores to help aid the teacher assessment, over 100 would be 'expected' and over 112 would be 'greater depth')</i>
By the end of the term	NFER test	Reading Maths Grammar and punctuation	itrack (in 'AA' column)	Standardised score
By the end of the term <i>(end of unit teacher assessments may be recorded during the term against each 'block' of learning if the teacher feels it would be helpful in aiding the end of term judgement but teachers are left to make the decision whether this is beneficial to teaching and learning)</i>	Teacher assessment	Reading Writing Maths Grammar and punctuation Science Geography History Art Design Tech Computing P.E R.E Music	itrack (in 'Assess' column)	WTS, EXS or GDS <i>NB. use BYG (below year group) or GDS+ (well above year group) in exceptional circumstances.</i> <i>When using NFER standardised scores to help aid the teacher assessment, over 100 would be 'expected' and over 112 would be 'greater depth')</i>
By the end of the term	NFER test	Spelling	In teacher mark books or equivalent	Standardised score
At the beginning of term	Data from the previous term, along with evidence in books, will be used to inform a pupil progress meeting			

Year 6

When	Type of assessment	Subject	Where	What
At end of each Maths unit	Teacher assessment	Maths	itrack	WTS, EXS or GDS <i>NB. use BYG (below year group) or GDS+ (well above year group) in exceptional circumstances.</i> <i>When using NFER standardised scores to help aid the teacher assessment, over 100 would be 'expected' and over 112 would be 'greater depth')</i>
By the end of the term -Autumn and Spring	NFER test	Reading Maths Grammar, punctuation and spelling	itrack (in 'AA' column)	Standardised score
Summer Term	Statutory test	Reading Maths	itrack and SIMS	Standardised score

<p>By the end of the term</p> <p><i>(end of unit teacher assessments may be recorded during the term against each 'block' of learning if the teacher feels it would be helpful in aiding the end of term judgement but teachers are left to make the decision whether this is beneficial to teaching and learning)</i></p>	<p>Teacher assessment</p>	<p>Reading Writing Maths Grammar, punctuation and spelling Science Geography History Art Design Tech Computing P.E R.E Music</p>	<p>itrack (in 'Assess' column)</p>	<p>WTS, EXS or GDS</p> <p><i>NB. use BYG (below year group) or GDS+ (well above year group) in exceptional circumstances.</i></p> <p><i>When using NFER standardised scores to help aid the teacher assessment, over 100 would be 'expected' and over 112 would be 'greater depth'</i></p>
<p>At the beginning of term</p>	<p>Data from the previous term, along with evidence in books, will be used to inform a pupil progress meeting</p>			

Appendix 1:

In day-to-day formative assessment, teachers will be expected to consider:

- What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
For example: whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. ^[L1]_[SEP]
For example: whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence. ^[L1]_[SEP]
- How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve? ^[L1]_[SEP]
For example: whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.
- How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
For example: building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts. ^[L1]_[SEP]
For example: where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements. ^[L1]_[SEP]
- How will I ensure my approaches to assessment are inclusive of all abilities? ^[L1]_[SEP]
For example: finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents.
- How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
For example: identifying which pupils to target for additional support or which areas of the topic to recap.
- What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secured?
For example: assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding. ^[L1]_[SEP]
For example: providing opportunities for exploring a concept in greater depth before moving on to new work. ^[L1]_[SEP]
- Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?
Teachers will not assume that everything needs to be recorded. They will identify which assessment outcomes are essential to record for themselves, pupil, parent or carer and keep it simple. ^[L1]_[SEP]

Appendix 2: Glossary

APP: Assessing pupil progress

Pedagogy: the principles, practice or profession of teaching

SENCO: Special educational needs coordinator.

itrack: This is the recording system that the school uses to collate formative and summative assessment. It is also a tool for providing analysis of results.