

Hindley Junior & Infant school



Assessment Policy

Written: September 2015

Review Date: September 2018

Assessment Policy

Introduction

Assessment is a continuous process which is integral to learning and teaching. It is how teachers and support staff gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:

The Principles of assessment in our school are: -

- ✓ provide information to support progression in learning through planning;
- ✓ provide information for target setting for individuals, groups and cohorts;
- ✓ share learning goals with children;
- ✓ involve children with self-assessment;
- ✓ help pupils know and recognize the standards they are aiming for;
- ✓ raise standards of learning;
- ✓ identify children for intervention;
- ✓ inform parents and other interested parties of children's progress;
- ✓ complete a critical self-evaluation of the school.

Assessment for Learning (AfL)

AfL are opportunities, which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Hindley Junior and Infant School we will:

Evaluate pupils learning to identify all pupils' needs so that any issues can be addressed in subsequent lessons;

Mini-plenaries are used by staff and support staff throughout lessons to assess pupil's understanding;

Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate;

Ensure child friendly learning objectives and Steps to Success are shared, displayed, explained and understood.

Termly Pupil Progress Meetings (mini-progress meetings if progress is a concern;

Set individual, challenging pupil targets in Reading, Writing and Maths on a termly basis and discuss/review these with pupils, during Assertive Mentoring Pupil-Teacher conferences, so that they are involved in the process;

Share targets with parents/carers so they can support their child's learning; Encourage pupils to evaluate their own work against Steps to Success based upon specific, key learning objectives and so that they understand the next steps for learning;

Provide pupils with incisive feedback, in-line with the school's Marking, Presentation and Feedback policy, about what pupils' can do to improve their knowledge, understanding and skills (See M, P and F policy);

Incorporate both formative and summative assessment opportunities in medium and short term planning;

Pass on Cohort Files to the next class teacher so children can be tracked as they progress through the school.

Use AfL strategies such as:

- ✓ Working walls,
- ✓ Blooms Taxonomy questioning,
- ✓ Thinking Hats,
- ✓ Targets,
- ✓ Sharing Steps to Success,
- ✓ Self and peer evaluation,
- ✓ Discussion, talk and modeling,
- ✓ Conditions for learning – display,
- ✓ Learning journey – children know what is next.

Target setting

Every pupil is set a target each year. Most (80%+) pupils are set 6 steps of progress per year (2 steps per term), however where children need to catch up due to falling behind the previous year, teachers may feel it appropriate to set more than 6 steps in order for that child to close the gap. Similarly, if a child has severe SEND, they may be set a smaller, more realistic number of steps as a target, yet still reflect progress from their starting point. Teacher's Performance Management pupil target is based on an agreed proportion of pupils (excluding pupils with severe SEND) achieving the school's agreed amount of progress. The reason for setting 6+ steps is that it allows a pupil who finished the previous year 'Secure' (age-related expectation) to reach 'Secure' or 'Secure+' the following year. It is our aspiration that at least 85%+ of pupils in each class reach their age-related expectation in Reading, Writing and Maths. In addition, the key message from the department for education (DfE) is that pupils should not encounter superficial learning and be moved on to content for the next year groups, but consolidate, deepen, embed and ultimately 'master' their knowledge of their existing year group curriculum.

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Hindley Junior and Infants:

See Assessment Procedures & Expectations (Appendix 1) and Yearly Planner in SIP.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analyzing pupils' attainment will ensure that every pupil has challenging, realistic and aspirational targets set for them and that the path of reaching those targets is determined through effective classroom organization; setting learning groups and careful planning.

To achieve this at Hindley Junior and Infants School we will: -

Follow the Assessment cycle and update the assessment information Target Tracker;

Identify proportions of pupils working at, above or below year group expectations, if applicable this is compared to the local/national picture;

Identify proportions of pupils who: are on track to meet their challenging end of year target/s; making slow progress or stuck achieving their target/s - in Reading, Writing and Maths.

Use assessment information to identify intervention groups, particularly those pupils who need to catch up and are in danger of falling behind;

Set cohort targets for Maths and English and share information with head teacher, assessment manager, SENCO, subject leaders and governors;

Work with colleagues in school, and attend the local cluster (HIPs) meetings, to scrutinize and moderate pupils' work;

Analyze assessment information at the end of academic year to review progress and attainment made (Y1, Y2 and Y6 is done by RAISEonline);

Pass cohort data and analysis to next teacher.

Reporting to parents

We have a range of strategies that keep parents/carers fully informed of their child's progress in school. We encourage parents to contact the school to discuss with their child's class teacher if they have concerns about any aspect of their child's work.

Three times-a-year, we offer parents the opportunity to meet their child's teacher, and at all parent's meetings, pupil targets – issued to pupils and parents/carers at each new assessment point - are discussed. At all meetings we evaluate their child's progress and give feedback to the parents. At the end of each term, children are awarded teacher assessment new National Curriculum grades for Reading, Writing and Maths. These scores are indicative of their progress and are sent home for parents (**Appendix 2**)

At the summer term Parents' Day, all parents receive their statutory '**Annual Summer Term Report**' of their child's progress and achievements during the year. In this written report we provide information on: effort, attainment (against year group expectations), strengths and targets for Reading, Writing and Maths, attendance. Pupils are encouraged to respond to their annual report and parents/carers sign and return pupil feedback. (See Appendix 2)

In reports for pupils in Year 1, 2 and Year 6 we also provide details of the levels achieved in the National Tests.

We offer parents of pupils in Early Years the opportunity to discuss and contribute to their child's Foundation Stage Profile with their child's teacher. Parents are updated on their child's progress during the year and receive a print out showing achievement in all areas with their written report.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for all subjects as well as symbols for Maths which indicate what resource(s) a child has used in their learning. This ensures that all teacher and support assistants, within the same Key Stage, mark consistently (**Appendix 4 and 5**).

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson; although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking, relating to the objectives set for the lesson and indicating where improvement can be made.

When we give written feedback to a child, we relate this to the learning objective or Steps to Success for the lesson. By so doing, we make clear whether the objective has been met and we produce evidence to support the judgment, in addition, children and teachers are able to identify next steps for

learning. If we consider that the objective has not been met, we make clear why this was the case.

Moderation

Moderation is crucial to ensure an accurate, robust and consistent approach assessment across school. It is important that when teacher assessments are made, staff can provide evidence in pupils' work to justify them.

At Hindley Junior and Infants:

We use 'Pupil Review Sheets' from Target Tracker to assess pupils' progress;

We meet regularly in phases to moderate samples of pupils' writing in books;

Leaders scrutinize staff's planning and pupils' books then feedback to staff

The Assessment Manager moderates a sample of pupils' work to ensure accuracy and consistency of teacher judgments across the school;

Participate in moderation in the Local authority for EYFS, KS1 and KS2.

Monitoring and review

The Assessment Manager will:

Formulate the school's assessment policy in consultation with the head teacher, staff and governors;

Review the policy regularly in the light of statutory requirements and the needs of the school;

Provide support and guidance with assessment and keep up to date with current information;

Resource school with relevant assessment information materials to support the assessment cycle;

Closely track pupils who are in danger of falling behind or need to catch up;
Analyze assessment information for key groups of pupils such as FSM, SEND and CLA;

Provide a termly assessment information report to leaders, including governors, highlighting the key strengths and areas for development across school.

Assessment Information:

All staff will be involved with the collection of data and plan according to the findings in RAISEonline, Wigan School Performance Profile Data Pack and Fischer Family Trust Aspire. Pupil Progress Meetings will be held-termly in order to identify pupils who are off, on or over target.

Appendix 1:

YEAR	ASSESSMENT POINT 1		ASSESSMENT POINT 2		ASSESSMENT POINT 3		
	MID-CYCLE	END	MID-CYCLE	END	MID-CYCLE	END	
READING	EY	EY BASELINE	EY ASSESSMENT	EY ASSESSMENT		EY ASSESSMENT	SUMMER PIRA TEST
	Y1	RS PROGRESS TEST 1	GUIDED READING PUPIL TARGETS PM BENCHMARK AUTUMN PIRA TEST	RS PROGRESS TEST 3	PM BENCHMARK GUIDED READING PUPIL TARGETS SPRING PIRA TEST	RS PROGRESS TEST 5	PM BENCHMARK Y1 PHONICS CHECK GUIDED READING PUPIL TARGETS SUMMER PIRA TEST
	Y2	RS PROGRESS TEST 1	GUIDED READING PUPIL TARGETS AUTUMN PIRA TEST PM BENCHMARK	RS PROGRESS TEST 3	GUIDED READING PUPIL TARGETS PM BENCHMARK NATIONAL TESTS SPRING PIRA TEST	NATIONAL TESTS	GUIDED READING PUPIL TARGETS Y2 PHONICS RE-CHECK PM BENCHMARK NATIONAL TESTS
	Y3- Y5	RS PROGRESS TEST 1	GUIDED READING PUPIL TARGETS AUTUMN PIRA TEST	RS PROGRESS TEST 3	GUIDED READING PUPIL TARGETS SPRING PIRA TEST	RS PROGRESS TEST 5	GUIDED READING PUPIL TARGETS SUMMER PIRA TEST
	Y6	RS PROGRESS TEST 1	GUIDED READING PUPIL TARGETS NATIONAL TESTS AUTUMN PIRA TEST	RS PROGRESS TEST 3	GUIDED READING PUPIL TARGETS NATIONAL TESTS SPRING PIRA TEST	NATIONAL TESTS	2016 NATIONAL TESTS
WRITING	EY	EY BASELINE	EY ASSESSMENT	EY ASSESSMENT		EY ASSESSMENT	
	KS1	EXTENDED WRITING	WRITING BOOKS PUPIL TARGETS EXTENDED WRITING LC BOOKS	EXTENDED WRITING	WRITING BOOKS PUPIL TARGETS EXTENDED WRITING LC BOOKS	EXTENDED WRITING	WRITING BOOKS PUPIL TARGETS EXTENDED WRITING LC BOOKS
	KS2	EXTENDED WRITING	WRITING BOOKS PUPIL TARGETS EXTENDED WRITING LC BOOKS	EXTENDED WRITING	WRITING BOOKS PUPIL TARGETS EXTENDED WRITING LC BOOKS	EXTENDED WRITING	WRITING BOOKS PUPIL TARGETS EXTENDED WRITING LC BOOKS
MATHS	EY	EY BASELINE	EY ASSESSMENT	EY ASSESSMENT		EY ASSESSMENT	SUMMER PUMA TEST
	Y1	RS PROGRESS TEST 1 RS MENTAL MATHS RS ARITH. TESTS	MATHS BOOKS PUPIL TARGETS PHOTO FILES AUTUMN PUMA TEST RS MENTAL MATHS RS ARITH. TESTS	RS PROGRESS TEST 3 RS MENTAL MATHS RS ARITH. TESTS	MATHS BOOKS PUPIL TARGETS PHOTO FILES SPRING PUMA TEST RS MENTAL MATHS RS ARITH. TESTS	RS PROGRESS TEST 5 RS MENTAL MATHS RS ARITH. TESTS	MATHS BOOKS PUPIL TARGETS PHOTO FILES SUMMER PUMA TEST RS MENTAL MATHS RS ARITH. TESTS
	Y2	RS PROGRESS TEST 1 RS MENTAL MATHS RS ARITH. TESTS	MATHS BOOKS PUPIL TARGETS PHOTO FILES NATIONAL TESTS RS MENTAL MATHS RS ARITH. TESTS	RS PROGRESS TEST 3 RS MENTAL MATHS RS ARITH. TESTS	MATHS BOOKS PUPIL TARGETS PHOTO FILES NATIONAL TESTS RS MENTAL MATHS RS ARITH. TESTS	RS PROGRESS TEST 5 RS MENTAL MATHS RS ARITH. TESTS NATIONAL TESTS	MATHS BOOKS PUPIL TARGETS PHOTO FILES NATIONAL TESTS RS MENTAL MATHS RS ARITH. TESTS
	Y3- Y5	RS PROGRESS TEST 1 RS MENTAL MATHS RS ARITH. TESTS	BOOKS PUPIL TARGETS PHOTO FILES AUTUMN PUMA TEST RS MENTAL MATHS RS ARITH. TESTS	RS PROGRESS TEST 3 RS MENTAL MATHS RS ARITH. TESTS	BOOKS PUPIL TARGETS PHOTO FILES SPRING PUMA TEST RS MENTAL MATHS RS ARITH. TESTS	RS PROGRESS TEST 5 RS MENTAL MATHS RS ARITH. TESTS	BOOKS PUPIL TARGETS PHOTO FILES SUMMER PUMA TEST RS MENTAL MATHS RS ARITH. TESTS
	Y6	RS PROGRESS TEST 1 RS MENTAL MATHS RS ARITH. TESTS	BOOKS PUPIL TARGETS PHOTO FILES PUMA TEST NATIONAL TESTS	RS PROGRESS TEST 3 RS MENTAL MATHS RS ARITH. TESTS	BOOKS PUPIL TARGETS PHOTO FILES SPRING PUMA TEST NATIONAL TESTS	NATIONAL TESTS	2016 NATIONAL TESTS
SPAG	Y1	RS PROGRESS TEST 1	PROGRESS TEST 2 WRITING BOOKS LC BOOKS	RS PROGRESS TEST 3	PROGRESS TEST 4 WRITING BOOKS LC BOOKS	RS PROGRESS TEST 5	PROGRESS TEST 6 WRITING BOOKS LC BOOKS
	Y2	RS PROGRESS TEST 1	RS PROGRESS TEST 2 WRITING BOOKS LC BOOKS	RS PROGRESS TEST 3	PROGRESS TEST 4 WRITING BOOKS LC BOOKS	RS PROGRESS TEST 5 NATIONAL TEST	NATIONAL TEST
	Y3-5	RS PROGRESS TEST 1	RS PROGRESS TEST 2 WRITING BOOKS LC BOOKS	RS PROGRESS TEST 3	PROGRESS TEST 4 WRITING BOOKS LC BOOKS	RS PROGRESS TEST 5	PROGRESS TEST 6 WRITING BOOKS LC BOOKS
	Y6	RS PROGRESS TEST 1	NATIONAL TESTS WRITING BOOKS LC BOOKS	RS PROGRESS TEST 3	NATIONAL TESTS WRITING BOOKS LC BOOKS	NATIONAL TESTS	2016 NATIONAL TEST

Key: Extended Writing – Half termly assessed writing; LC – Learning Challenge; Photo Files – Maths Photographic evidence files; Arith. – Arithmetic
RS –Rising Stars; PUMA – Progress and Understanding in Maths; PIRA – Progress and Understanding in Reading.

Appendix 2

PROGRESS REPORT

Dear Parents/Carers,

In response to assessment changes, known as 'Assessing Beyond Levels', we have replaced **levels** with 'Bands', for example: Band 1 is Year 1, Band 2 is Year 2 etc. Each 'Band' is then broken down into 'steps'. There are 6 steps per band: **Beginning, Beginning+, Working Within, Working Within+, Secure and Secure+**. The table on the reverse explains how teachers will assess where a pupil is working within a band. This teacher assessment will be done 3 times per year, typically: November, March and June. Shortly after our teachers assess pupils, parents and carers will receive this progress report.

At Hindley J & I, we believe '**Progress**' is the most important performance indicator because it takes into account the different starting points of our pupils. We expect **most** pupils to make **6 steps** progress during an academic year - this represents 'good' progress. Some pupils will make more than 6 steps in the year - this represents 'outstanding' progress. There will be some pupils who make less than 6 steps progress, due to factors, such as a severe complex medical/physical learning difficulties, however this may still represent 'good' or better progress given that pupil's learning need.

Below is a table of information on your child's stage of development and a timetable which you can use to compare your child's performance with national expectations. Please note, the Bands below show national expectations **at the end** of the academic year, not where they are expected to be at now.

We appreciate that there have been more changes to assessment this year, and that many of our parents and carers (as well as our children) were confident understanding National Curriculum levels. However, we do not envisage any more changes in the near future to our assessment procedures. If you are unsure and have any questions, please speak with your child's class teacher who will be able to advise and guide you.

Name of Child: _____ Date: _____ Year: _____

Reading: _____

Writing: _____

Maths: _____

Year Group	Below national expectation	Meeting national expectations	Exceeding national expectations
EY	40-60 months or below	ELG	Exceeding ELG
1	Band 1b/Band 1b+/Band 1w	Band 1w+/Band 1s	Band 1s+
2	Band 2b/Band 2b+/Band 2w	Band 2w+/Band 2s	Band 2s+
3	Band 3b/Band 3b+/Band 3w	Band 3w+/Band 3s	Band 3s+
4	Band 4b/Band 4b+/Band 4w	Band 4w+/Band 4s	Band 4s+
5	Band 5b/Band 5b+/Band 5w	Band 5w+/Band 5s	Band 5s+
6	Band 6b/Band 6b+/Band 6w	Band 6w+/Band 6s	Band 6s+

Yours sincerely,
Mrs C Nash
Headteacher

Appendix 3

PLEASE COMPLETE AND RETURN THIS PAGE TO SCHOOL TO
ACKNOWLEDGE RECEIPT OF YOUR CHILD'S REPORT:

CHILD'S NAME: _____

YEAR:

WHAT HAVE I ENJOYED THIS YEAR:

WHAT I NEED TO WORK HARDER ON:

PARENT/CARER COMMENTS:

PARENT/CARER _____ DATE _____

Appendix 4:

Hindley J & I School English and Learning Challenge Marking Key

OA – Objective Achieved

WT – Working towards objective

S – Supported Work

VF – Verbal feedback

Staff at Hindley J&I School will use the following symbols and abbreviations when marking work. The abbreviation (below) will be put as close to the error as possible.

The teacher may choose to focus on one error in a piece of work, on the unit's literacy focus or one section of text.

The same system should be used when self/peer marking.

SP = spelling

P = punctuation

C = mis-use/missing capital letter

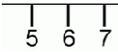
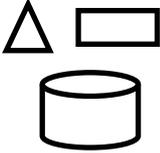
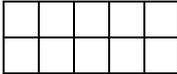
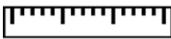
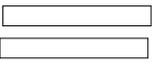
// = new paragraph

?? = not clear

^ = something's missing

Appendix 5:

Hindley J & I School Mathematics Marking Key and Symbols Checklist

Objective achieved	OA	number track		dice					
Working towards objective	WT	number line		shapes					
Supported work	S	empty number line	<u>ENL</u>	fingers					
Verbal feedback	VF	five frame		calculator					
counters		ten frame		money	p £				
cubes		100 square		clock					
20 beads	20 	multiplication square		length equipment					
100 beads	100 	arrow cards		mass equipment					
Base 10		place value chart	<table border="1" data-bbox="810 1547 987 1621"> <tr> <td>10s</td> <td>1s</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	10s	1s			capacity equipment	
10s	1s								
bar method		mentally		Numicon					

Key Changes for Governors since last policy include:

Each new academic year, every pupil is set an end of year target which is based on the number of **STEPS** progress they are expected to make. At Hindley J & I most (80%+) pupils, including disadvantaged and special educational needs pupils, are set a minimum of **6 STEPS** of progress per year (**2 STEPS per term**).

Pupils, who school have identified as having complex special educational needs, are set a target consisting of fewer STEPS, yet this will still reflect good progress from their starting point.

The reason school sets a minimum of 6 steps per year is so it allows a pupil who finished the previous year 'Secure' (age-related expectation) to reach 'Secure' or 'Secure+' the following year.

New floor standards from 2016 have changed from 65% L4+ to: 85%+ of pupils to achieve nationally expected standard in Reading, Writing and Maths by the end of KS2. So our targets, for each cohort, reflect this 'raising of the bar'.

Assessment Procedures & Expectations

Progress Report for Parents

New Codes and Symbols for marking and feedback

'Pupil Review Sheets' are used for Targets;