



# Holway Park Community Primary School

## Assessment Policy

November 2024

## Holway Park Primary School Assessment Policy

At Holway Park Primary School, we are committed to creating a quality teaching and learning environment. We recognise that not all worthwhile things can be formally measured and therefore we celebrate all achievement.

### **Purpose of Assessment**

At Holway Park Primary School, we believe that effective assessment provides:

- information to improve teaching and learning, to identify and support the next steps in learning and inform planning for improvement or progression,
- to gather information about the progress and attainment of individual children, groups and cohorts so that it can be used to inform improvement,
- to analyse the performance of groups and cohorts of pupils to identify priorities for school development.

We believe that the best form of assessment results from ongoing dialogue and interactions with children.

We give our pupils regular feedback on their learning to help them understand what to do in order to improve. These daily interactions are what provides the teacher judgments of pupil progress and are what should consistently inform planning and teaching.

We also gather and use assessment information to inform us how well our pupils are remembering the knowledge they are taught over the long-term. We do recognise though that progress in learning is not linear and therefore pupils should not be judged solely on the basis of single assessments or tests.

The assessment information we gather is always used to support our future teaching to ensure it is planned and pitched thoughtfully to take into account all of our pupils' needs.

Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

The following principles are the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning.
- Simple to use and understand.
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning

At Holway Park we use a range of methods of assessments:

- Day to day formative assessment - the information gained 'forms' or affects the next learning experience.
- Diagnostic assessment - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.

- Evaluative assessment - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- Summative assessment- this includes all formal tests and enables teachers, subject co-ordinators and senior leaders to identify the needs of pupils, set realistic targets and identify trends.

### **Day-to-day formative assessment**

Day-to-day formative assessment is the ongoing and continuous process of gathering information about pupils' learning and understanding. It is the most important type of assessment, as it informs the next steps in teaching and learning.

The methods of formative assessment used consistently by teaching staff at Holway Park, include:

- Assess through observing and talking to pupils,
- presenting pupils with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to improve their work,
- looking at pupils' work in books, ensure pupils receive regular feedback to support their learning - this can take place via verbal and written feedback within a lesson or during a planned feedback session,
- observational assessments in and outside the classroom,
- low stakes quizzing and challenges,
- peer and self-assessment.

### **Other Strategies for assessment we use:**

In order for assessment to play a more constructive role in the learning process pupils need to be actively involved. This will include:

- Sharing learning objectives
- Sharing 'steps to success'
- Questioning
- Time provided for editing/improving work
- Peer assessment either through use of sharing work through a visualiser or talk or response partners. Teachers are encouraged to use examples of pupil using a visualiser to show good aspects of learning and progress. Teachers can also use pupil work which requires improvement, ensuring sensitivity and avoiding naming and shaming or embarrassment at all costs.
- 1:1 discussion with pupils
- Marking and feedback both written and oral has two main purposes:
  - To praise and motivate: positive feedback reinforces and supports good performance, increasing confidence and self-esteem, encouraging children to continue working at that standard.
  - To support improvement: feedback will identify specific learning needs and address how to improve. It supports learners in moving on from their current performance to meeting the desired learning outcomes.
- Pupils' writing is assessed against Assessment Frameworks, which outline the recommended curriculum expectations for each year group.

### **Diagnostic Assessment**

Our in-school summative assessments occur at pre-defined periods of the academic year. These assessments help teachers and subject leaders to identify gaps in learning for pupils and to monitor progress over time. These will then be used to support teachers in planning for future teaching and learning to maximise progress.

## **Summative Assessment**

Summative assessments are used to assess what a child can do at a particular time and are used as one part of overall teacher assessment.

National Summative assessments:

- In Reception pupils are assessed against the Reception Baseline Assessment in the first six weeks of joining school. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school.
- Reception Teachers will complete the Early Years Foundation Stage Profile at the end of the summer term. The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs).
- Year 1: Phonics Screening Check (June) - to include Year 2 pupils who did not meet the standard in Year 1.
- Year 4 Multiplication Tables Check. It is an on-screen check consisting of 25 times table questions. Children will then have 6 seconds to answer each question.
- End of KS2 (Year 6) standardised assessment tests - SATs - Reading Comprehension, Maths, Grammar, Punctuation & Spelling (May). As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of Key Stage 2. A teacher assessment judgement for science is also made.

## **In school summative assessment**

Reading and Mathematics subject co-ordinators use the outcomes of PiXL Assessments to identify progress of all pupils and identify groups and individuals who require support or specific intervention work. They also use these outcomes to inform the Headteacher, Senior Leadership Team and Governors SEND & Curriculum Team.

Summative assessments will also be used by school leaders to monitor the performance of pupil cohorts and groups, to identify where interventions may be required.

Reading and Mathematics subject co-ordinators use the outcomes of PiXL assessments, drop in observations and scrutiny of pupils work to have an open discussion about the progress children are making and to value teacher judgement in Pit Stop meetings, where they identify the progress of individual children will focus specifically on a target group but to also identify children at risk due to additional circumstances.

## **Progress**

Progress is measured against their individual starting points.

The National Curriculum is used to assess key outcomes at the end of each curriculum unit of work and its objectives identified in the Knowledge Organiser. Pupils are identified as having met the subject/unit objectives, exceeded the objective or working towards the objective.

## **Children with SEND**

The school has a large number of children, well above the national average, who have learning needs and who may therefore not be accessing the curriculum for their year groups. Those pupils working below the overall standard of the national curriculum for their age, but who are engaged in subject-specific study will be assessed using the pre-key stage standards and if appropriate the Engagement Model.

The SEND team is responsible for collecting their data. The class teacher is responsible for the upkeep of individual SEND children's records of progress and data. The SENCO will meet regularly with teachers to monitor pupils progress through regular Pit Stop meetings.

We now have a high number of pupils who have ASC, for these pupils we will use SCERTS planning targets as well as curriculum or engagement model targets.

The EYFS **ASC Centre** children are assessed using the developmental journal steps until the end of Y2 and at the end of Y2 either the engagement model or those ready for it have a national curriculum assessment. All ASC centre children have a SCERTS profile and assessment data analysis every term which is shared with parents. The KS2 children are either assessed using the engagement model or the national curriculum, depending on the child.

For all children with EHCPs, they are assessed against their EHCP targets and outcomes and these are shared termly with the parents as well as through their annual reviews.

For pupils with ASC, we also prioritise the need for children to develop their social communication skills with the support of transactional supports such as visual timetable and core vocabulary boards. Supporting adults have an important role to play in assessing the needs and ensuring that the transactional supports are prepared and set up daily for children to be able to access learning and routines throughout the day.

### **Moderation**

Allowing teachers to discuss, challenge each other and feel more confident in their assessments of pupils is critical to building robust assessment. All our teachers participate in moderation meetings internally during staff meetings.

The Middle Leadership Team also moderate pupils work on a regular basis and give feedback to individual teachers.

Phase groups are also encouraged to take opportunities to moderate across the their phase to ensure consistency of expectations.

### **Reporting to Parents**

We provide for parents an annual written report and give parents and update during the parents consultation meetings twice a year.

## Pit Stop Progress Meetings Template

Prompts and guidance, to have an open discussion about the progress children are making and to value teacher judgement

Teacher:	Class & Year Group	Date
To identify progress of specific individual children		
To focus specifically on the target children		
To identify children at risk due to additional circumstances.		
To identify progress of groups within the cohort - gender, Special Educational Needs (SEN), ethnicity, boy/girls ( <b>This will have been prepared prior to the meeting</b> )		
To identify action points.		