

Hillesley

PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

Assessment Policy

WRITTEN BY	REVIEWED ON	RATIFIED BY GOVERNORS ON	RENEWAL DUE
Jayne Pedley	January 2019	February 2019	February 2020

POLICIES FOR CROSS REFERENCE – MARKING POLICY, SEND POLICY

WHY ASSESS?

Children's progress is closely monitored at Hillesley so that we can provide the best possible opportunities for children to grow as learners and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To allow teaching teams to plan work that accurately reflects the unique needs of each child;
- To help our children understand what they need to do next to improve their work;
- To provide regular information for parents that enables them to support their child's learning;
- To contribute towards accountability data.

AIMS OF THE NEW NATIONAL CURRICULUM

Following the announcement, by the Department of Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer, take specific and personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance – and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)

ASSESSMENT AT HILLESLEY

Staff at Hillesley have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum. Assessment takes into account

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children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

RECEPTION, FOUNDATION STAGE PROFILE

Every child's progress is closely measured so we can make sure we provide the best possible and highest level of support.

When a child starts in Reception, baseline assessments are carried out and then the child is assessed throughout the year using the EYFS categories that are; Communication and language,; Physical development; Personal, social and emotional development; Literacy; Mathematics; Understanding of the world; Expressive art and design. Teaching staff add information to an assessment profile for each individual. The assessment descriptors are – Emerging; Expected; Exceeding

Progress against the Early Learning Goals are discussed at regular staff and pupil progress meetings and then shared and discussed with parents at Parents' evenings.

Every child has a Learning Journal in which photographs, comments and activities are recorded. These Learning Journals are regularly available to parents and provide a highly individualised record of each child's learning and growth.

Assessment information will be used to inform planning and to identify children who may need extra support.

Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. All this information will contribute to Pupil Progress meeting discussions and toward accountability data.

YEAR ONE – PHONIC CHECK

All children in Year 1 will participate in a phonics check. This assessment will be delivered by Key Stage 1 staff and the results are included within the Year 1 Annual Report.

SATs

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body.

MARKING AND ASSESSMENT

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Most feedback is verbal and immediate. Children are

given time to read and review their work following marking. They are also encouraged to use a purple pen to edit their work and to respond to teachers' comments. See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess and edit their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment in Years 1 to 6 is recorded on an Assessment sheet. Children are assessed against the following descriptors:

With each year group -	emerging 1	developing 1	expected 1	exceeding 1
	emerging 2	developing 2	expected 2	exceeding 2

These categories have been devised to fine tune our in-house assessments. Further information about the assessments can be found in the Assessment Procedures document. We record assessment information in each child's individual pupil progress file.

REPORTS TO PARENTS

Parents' Evenings are held in November and March. In July of each year, families will receive a highly individualised full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative and formative observations by the teaching team. Parents/Carers are encouraged to provide feedback to the school.

INCLUSION

Hillesley is an inclusive school and we work hard to meet the needs of all our children. We put learning at the heart of our school community. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Head Teacher, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess-Plan-Do-Review cycle to ensure all children are monitored closely and make progress. We use Individual Support Plans, where appropriate, which are reviewed termly. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This Policy Should be Read in Conjunction with:

- Marking Policy
- SEND Policy

POLICY REVIEW

This policy will be reviewed every three years by the Governing Body, as part of its monitoring cycle.