



HILL WEST
Primary

FOUR OAKS

ASSESSMENT POLICY

Hill West Primary School is a member of the Arthur Terry Learning Partnership

HILL WEST PRIMARY SCHOOL

ASSESSMENT POLICY

ASSESSMENT AT HILL WEST PRIMARY SCHOOL

“Ensuring assessment directly evaluates pupils’ knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils’ understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils’ understanding. This, in turn, informs the teachers’ thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate ongoing improvement” (Commission for Assessment without Levels, September 2015, p16).

Assessment is an integral part of the teaching and learning process. Assessment is the means by which we monitor the progress of pupils and evaluate the effectiveness of the quality of learning and teaching. It involves making judgements about a pupil’s level of knowledge, understanding and attainment in processes, skills, knowledge and understanding in relation to the Early Learning Goals or the National Curriculum Programmes of Study and then deciding on the most effective teaching strategies to adopt, to formulate the next steps.

THE PURPOSE OF ASSESSMENT

There are three main forms of assessment at Hill West:

- formative assessment, which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;
- summative assessment, which enables us to evaluate how much a pupil has learned at the end of a teaching period and;
- Nationally standardised assessment.

Assessment at Hill West has been designed to:

- Ensure rapid rates of progress for pupils across school and the highest levels of attainment
- Inform the planning of learning and teaching experiences
- Help teachers to identify children’s strengths and weaknesses and decide the next step in the teaching and learning process
- Inform pupils about their strengths and weaknesses
- Support our commitment to the UN Convention on the Rights of the Child, by developing the talents and abilities of all children to the full (Article 29)
- Inform parents about their child’s strengths and weaknesses
- Give teachers feedback on the effectiveness of their teaching

WAYS IN WHICH WE INVOLVE PUPILS

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. Summative assessment provides pupils with information about how well they have learned and understood a topic taught over time. Summative assessment is also used to provide feedback on how pupils can continue to improve.

At Hill West, we involve pupils through:

- **Highly effective oral and written feedback.** This allows children to consolidate new learning, correct misconceptions or practice a skill.
- **Standardised Tests.** Children enjoy completing standardised tests in reading, maths and science, which help them to identify their own strengths and areas for development.
- **Learning Profiles.** At home, children identify their own learning goals alongside their parents that feed into the overarching targets set by the teacher.
- **Regular use of Learning Journeys.** Help pupils understand their next steps and ensure they are clear about the expectation of their attainment and progress by year-end.

Written and Oral Feedback

Oral Feedback

At Hill West, we are aware that oral feedback is highly effective. Oral feedback will be provided throughout lessons to ensure learners are making progress and exploring misconceptions in real-time.

Written Feedback

Marking pupil's work is one of the key functions of every teacher/teaching assistant. Research from the Education Endowment Foundation (2016) stated that marking should be 'meaningful, manageable and motivating'. Therefore, Hill West has taken an approach that ensures our marking is purposeful and moves the children's learning on while still celebrating their achievements.

At Hill West, we believe that teachers marking should be individually tailored to each child and should be progressive throughout the course of the week or unit of work. As such, our model for marking shows:

- The successes of our children.
- Areas for improvement (short-term targets) when appropriate.
- Example of how to improve when appropriate
- A target for the children to work towards, circled on the child's learning journey.
- Opportunities for children to respond to teacher's marking through - respond (R) or practise (P) tasks.
- When the objective has been achieved via a double tick

Peer and Self-Assessed Feedback

At Hill West we understand the importance of both peer and self-assessment. Therefore, children are encouraged to self-assess and peer assess through planned opportunities. Teachers will monitor this form of feedback to ensure maximum value for the learner.

When We Mark

Work will be marked each day and returned to the child ready for their next lesson, enabling them to make rapid progress. Comments will be made to address misconceptions and to celebrate outstanding achievement, as and when appropriate. When oral feedback is given, this is usually during the lesson and is evidenced in books, when appropriate, by teacher jottings.

WAYS IN WHICH WE INVOLVE PARENTS

When effectively communicated by teachers, in-school formative assessments provide parents with a **broad** picture of where their children's strengths and weaknesses lie and what they need to do in order to improve. This reinforces our partnership with parents in supporting their children's education. Summative assessments are reported to parents to inform them about the attainment, progress and wider outcomes of their children over a period, often a term, half year or year.

At Hill West we involve parents through:

- **Learning Profiles.** At home, parents articulate learning outcomes for their child that feed into the overarching targets set by the teacher.
- **Work Sharing Evenings.** Parents attend school with their children to view their children's work in books, identifying their child's individual strengths and weaknesses
- **Parent Consultations.** Face to face meetings with teachers and teaching assistants to discuss their child's progress and attainment
- **Report Cards.** Summative assessment outcomes recorded and shared with parents termly
- **End of Year Reports.** These provide a summative and formative detailed overview of the child's personal development and academic outcomes.
- **Learning Continua.** Parents can monitor and evaluate the progress their child is making against their bespoke curriculum and can review these at book share/parents' evening.

WAYS IN WHICH WE INVOLVE PUPILS

Learning Journeys

Why are they important?

Learning journeys actively involve children in their learning and progress on a daily basis. Children know, understand and can articulate what they can already do and what they need to do, or secure, next. Children can track their progress over the course of a year and know what it is they need to achieve by year-end.

How are they used?

When developing medium term plans, teachers refer to our progressive learning journeys/schemes of work to design curriculum coverage. This is based on a robust understanding of starting points and what the children already know/can do. Children are assessed daily through a variety of means, including by measuring progress against the child's learning journey with them either in the lesson itself or without them while providing the child with written feedback.

Didactic teaching – teachers can refer to learning journeys during their didactic teaching illustrating the expectations of the children in that lesson or series of lessons e.g. use paragraphs of different lengths to signal a change in mood, action, person or time (Year 5 composition).

In the moment – learning journeys can be used during a lesson when teachers are providing children with verbal feedback or when teachers are ‘live’ marking. They can also be used by the child without the teacher’s input to ensure they are using and applying the expectations set for them in their current piece of work.

Written feedback – when teachers are providing children with written feedback often at the end of the lesson, or session of learning, teachers can reference the journeys to either identify a success or share with the child a ‘next step’. The teacher will highlight statements that they know a child has mastered based on ongoing assessment of learning; this can be done with the child present or without the child present. Teachers may also partially highlight statements children are beginning to achieve.

Parent/pupil/teacher conferencing – parents will have the opportunity to book and attend a parent/pupil/teacher conference (approximately 25 minutes) with their child and these appointments will be released to parents twice annually. During the conference, the child selects a piece of work they are most proud of to share with their parents, before moving on to discuss the progress they have made against their learning journey in reading, writing, maths and science. This can happen twice a year for some pupils in each class.

How this helps learning and progress

Our learning journeys give children small achievable goals or aims to work towards mastering. Meaningful next steps move the learning forward and enable a child to articulate their learning journey as well as celebrate their success.

How do the learning journeys contribute to effective feedback?

Learning journeys are used to help teachers set the next steps in learning (indicated by a circled statement) where relevant and should be continually referenced in feedback and marking given to the child. They also give teachers a detailed summative assessment of a child’s learning and progress over time.

MEASURING ATTAINMENT AND TRACKING PROGRESS

The Primary National Curriculum was introduced in September 2014. Although attainment targets remain in the National Curriculum orders, they refer explicitly to ensuring all pupils know, apply and understand the matters, skills and processes specified in the relevant programmes of study. The National Curriculum is premised on the understanding that mastery is something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all with extension of able students (more things on the same topic) rather than acceleration (rapid moving onto new content). In developing our new approaches to assessment we have had the opportunity to make “mastery for all” a genuine goal. Our school’s curriculum is ambitious and demands depth of knowledge and understanding underpinned by high quality formative assessment.

Although assessment is on-going and continuous, the recording of assessment outcomes is timetabled. Termly assessment data is recorded for Reading, Writing, Maths and Science (and all

the areas that make up Good Levels of Development in EYFS) and annual assessment data is recorded for all non-core subjects (all Prime and Specific Areas in EYFS).

Defining Good or Better Progress

Good or better progress at Hill West means that children know more and remember more and this is measured against the objectives set out in their year group curriculum and their starting points. ***For example, a child who achieves all of the objectives in Year 1 and then again meets all of the objectives in Year 2 has made good progress.***

Many pupils at Hill West make **accelerated rates of progress (better than good)**. This means that, against their starting points and curriculum, they have exceeded the expectation. ***For example, they may achieve all of the objectives in Year 1 and then go on to be working at Greater Depth against the objectives by the end of Year 2.***

For children working to a personalised curriculum due to an identified special educational need, good or accelerated progress will be measured against individual starting points.

RESPONSIBILITY FOR ASSESSMENT

Assessment of pupil attainment and progress is a corporate responsibility.

The Headship Team in conjunction with School Governors

- Develop and review the school's assessment policy
- Ensure that assessment is given sufficient focus within the school improvement plan
- Ensure that the assessment procedures are clear to all staff and are used effectively to accelerate progress of individuals and groups through regular review of classroom practice
- Have a relentless focus on the improvement of teaching, learning and assessment
- Ensure that statutory requirements are met in relation to all groups of children including those with Special Educational Needs and Disabilities
- Ensure that assessment requirements across each subject are coherent, manageable and effective, paying due regard to relevant updates e.g. Making Data Work (Report of the Teacher Workload Advisory Group, November 2018).

Phase Leaders

- Monitor continuity and progression of subjects throughout their phase / year group
- Keep under review the quality and impact of assessment
- Focus on the improvement of teaching, learning and assessment
- Investigate any within-school variation and employ strategies to overcome it
- Moderate pupils' work internally and externally with partners within and beyond the ATLP
- Ensure the completion of year group matrices tracking attainment and progress termly

Teachers / Teaching Assistants

- Plan for key assessment opportunities, which include observing, questioning, analysing, discussing and administering standardised tests
- Ensure that planning and delivery focus around clear, specific, measurable learning objectives personalised to individual children's needs
- Record pupil progress outcomes in the short and longer-term
- Engage in professional conversations with Phase Leaders and Year Group Leads about pupil attainment and progress
- Moderate pupils' work internally and externally with partners within and beyond the ATLP
- Make consistent judgements about pupils' progress and attainment within a subject, across a year group and between year groups
- Analyse trends or themes in attainment and progress of the pupils in their class and plan appropriate interventions
- Regularly report on pupil progress to parents