

## **Holy Trinity Pewley Down:**

### **A Federation of**

**Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford**

# **Assessment Policy**

## **Opening Statement**

Assessment is an integral part of the teaching and learning process. It occurs formatively as part of the learning in each year group, and there is summative assessment at the end of different units of work. External tests are taken at the end of Key Stage 1 and 2. Teachers use many forms of informal and formal assessment, and keep a variety of records. The head teacher, SLT and curriculum leaders monitor the progress of the children and the teaching and learning in each year.

We believe that effective assessment provides information to help plan effective teaching sessions and learning opportunities based on a detailed knowledge of each pupil. We regularly discuss their work with the children and give them written feedback, so that they understand what it is that they need to do better and how they have been successful. Time is given at the end of each session to discuss whether or not objectives have been realised. We also give parents regular reports on their child's progress so that school and home can work together to raise standards.

## **AIMS**

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do
- To help our children understand what they need to do next to improve
- To have high expectations of all children; ensuring learning opportunities can be accessed by all and allow for children to work at greater depth and not put a limit on what children can achieve
- To allow teachers to plan work that accurately reflects the needs of each child
- To provide regular information for parents that enables them to support their child's learning
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school
- To enable the school to set realistic and challenging targets for the end of EYFS and Key Stage 1 & 2 testing
- To involve children in the evaluative process, enabling them to focus and reflect on specific learning targets, in order that they feel positive and realistic about their own learning and achievement

## **Assessment in Action**

### **Formative Assessment**

We plan our lessons with clear learning objectives that are shared with the children. We base these upon the teacher's detailed knowledge of the children. Lessons are planned so that all children are able to access the learning but are appropriately supported or challenged. Through continuous formative assessment during lessons, teachers are able to ensure that teaching is adapted to allow the opportunity for all children to succeed.

Teachers plan assessment opportunities into lessons in an age-appropriate way to assess children's knowledge, skills and understanding and identify gaps and misconceptions; for example, using rich questioning and answer sessions, talk partners, whiteboards and plenaries.....

Individual children's needs are considered when planning assessment opportunities (particularly those with SEND and those identified through VIX)

Teachers ensure that assessment information is used to inform and adapt their teaching both during the lesson and for future teaching.

A consistent approach to marking will provide praise, support and feedback. There will be frequent opportunities for children to respond to feedback and it will enable children to be clear about next steps in their learning. Time for children to respond to feedback in maths and writing is planned in each week, as is time for children to reflect in their reflective diaries on their wider learning.

Children are given frequent opportunities to self-assess and peer assess their own and others' learning in order to reflect upon, evaluate and understand the next steps they need to take. *Please see **Marking & Feedback Policy** for more details*

### **In school Summative Assessment**

Each September and February all the children in the school complete NFER or MIRA reading and spelling tests (apart from those who have reached the upper limit in the reading test). These are quick and efficient to carry out and are cost effective. If problems are discovered either by the tests or by teacher observation, then more detailed diagnostic tests are used and carried out by the SEND team.

In Year 3 a more detailed reading test is carried out on entry.

PIRA Reading tests and PUMA Maths tests are used each term from Years 1 – 6 to identify strengths and areas to develop and to inform future planning.

Writing is assessed through comparative judgement (*Sharing Standards, No More Marking*) with an annual task for each year group and a whole school task in the summer term, together with teacher assessment against a range of writing objectives drawn from the National Curriculum end of year expectations for each year group.

Summative assessment tests should be carried out in as stress-free a way as possible and are just one piece of evidence to track children's progress. Results are considered alongside the far more important culmination of the term's formative assessment.

A summary assessment is made at the end of the summer term for reading, writing, maths and RE, gathering evidence from many different sources (work in books, summative tests, teacher professional judgement).

### **Statutory Summative Assessment**

For the Year R children, an individual portfolio is gradually built up over the year assessing all 'Areas of Learning' in the Foundation Stage curriculum. The assessments are of an observational nature. We will be using baseline assessment 'Early Excellence' from September 2016.

A phonics test is taken by all children in year 1 and repeated in year 2 if they did not pass in year 1

End of KS1 & 2 statutory tests take place in the summer term.

### **Reporting to Parents**

This is done regularly both formally and informally. It is regarded as a vital part of the assessment and communication policy of the school.

We offer parents of pupils in Year R the opportunity to discuss the results of the Pupil Profile with their child's teacher, highlighting achievements and any areas of concern.

In reports for pupils at KS1 & 2 it will be made clear on reports if children are working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. Parents are welcome to discuss their children's progress and more detailed assessments at any time and this is made clear to parents at the start of the year.

Each year group writes a weekly 'Just to Let You Know' for the website. This gives parents information that identifies the main areas of study for the week and identifies how parents can support any elements of the work at home.

In the autumn and spring term we offer parents the opportunity to meet and discuss their child's progress with the class teacher. At the end of the year we issue a written report to parents and identify targets for the next school year. There is a parent feedback form with the end of year report and also an informal opportunity to discuss the report with the teacher.

### **Collection and use of assessment information**

In order for us to be confident about our teacher assessment, curriculum leaders monitor teacher assessments and children's work each term. They collect work samples, talk to children and observe teaching.

Those children who are not on track for working at or at greater depth within the expected standard by the end of the year are highlighted & their needs discussed by class teachers, year groups & the SEND dept. Progress meetings take place each term and plan a response to assessment information. Through analysis of assessment information, appropriate intervention can be identified.

Class teachers are responsible for collecting assessment information on the children in their class. There is an expectation of detailed mark books/ipad records to be kept. These will be looked at by subject leaders and SLT. The mark book, alongside children's books and work, will build up the evidence of a child's progress.

### **Individual Pupil Notes**

Any specific information about children are noted in the 'notes' section of Target Tracker. These may include:

Academic interventions - Spelling / handwriting groups, Gifted and Talented, in class and out of class.  
Pastoral and social - Changing family situation, friendship issues, significant events, medical issues.  
Identifying SEN/Pupil Premium/Interventions/G&T opportunities - including interventions to support pastoral care, behaviour strategies, Self esteem group, social skills group.

The One Page Profile is completed for each child during the first half of the autumn term.

### **Feeder Meetings (Year end and Infant and secondary liaison)**

During the summer term all teachers will meet individually with each new teacher for the child's following year. This includes Year 6 who give detailed individual reports, in person, to all feeder secondary Year 7 co-ordinators. Year 3 teachers carry out a similar process when they meet all feeder teachers during the summer term. Year R teachers will visit feeder nurseries. Discussion includes all aspects of the child's learning as well as spiritual, moral, social and cultural development.

These meetings are held before the end of the summer term, allowing for subsequent meetings to be held in the first half of the autumn term.

Year 6 teachers will also visit Year 7 children at our main feeder schools during their first term.

### **Assessment monitoring**

There are regular opportunities for shared moderation within and across year groups to ensure consistency of judgements. Each class teacher will meet with a member of SLT each term for a progress meeting about their class. There will also be opportunities for moderation across schools.

The assessment leader and SLT are responsible for reviewing and updating the assessment policy. Along, with subject leaders, they are responsible for monitoring and evaluating the effectiveness of assessment practices in the school.

**Authors of this policy:** Clare Brunet, Helen Pronger and Tom Everard

<b>Date first adopted:</b>	<b>January 2010</b>
<b>Date last reviewed:</b>	<b>January 2018</b>
<b>Date for next review:</b>	<b>January 2020</b>

**Signed:**

**Clare Brunet, Headteacher**