

HORTON PARK PRIMARY SCHOOL



Horton Park Primary
We Learn to Succeed

Assessment Policy

Author: Headteacher
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Review date:

Horton Park Primary School

Assessment Policy

Reviewed Annually

School Mission Statement: 'Where Everyone Learns to Succeed'

Relevant School Aim:

Make sure that all in our school community are continually learning,

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

Principles of assessment are:

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

New National Curriculum:

Through the delivery and monitoring of Assessment, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

From September 2014, the Government introduced a New National Curriculum. The staff at Horton Park Primary School have reviewed and adapted the Assessment curriculum in light of these changes.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed.
- Horton Park Primary staff use a selection of assessment tools to assess what progress the children have made in the academic year.
- A tracking system will still be used to show the % of children on track and the progress a child has made over time but the 'levels' used on the system will be redefined by the staff working party and disseminated accordingly.

"As part of our reforms to the National Curriculum, the previous system of 'levels' used to report children's attainment and progress will be removed when reporting to parents as we believe this system is complicated and difficult to understand, especially for parents". Assessments will be reported to parents using the following terminology in relation to the end of year expectation: Developing, Expected and Exceeding.

Assessment for Learning:

Assessment for learning is a natural part of teaching and learning and is 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 we will:

- Evaluate pupils' learning to identify those pupils with particular needs so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure that pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps in their learning
- Set individual, challenging targets on a regular basis and discuss these with pupils so that they are involved in the process

- Regularly share targets with parents and help them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Use a clear system for giving feedback through marking so that pupils are clear about their next steps.
- We encourage peer assessment and self-assessment, **so that pupils can become reflective and self-managing.**
- Mark work so that it is accessible by learners, constructive and informative and in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly to ensure pupils are making good progress
- Ensure that learning environments promote learning and maximise opportunities for learning.

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 the school can develop a clear understanding of how to raise standards.

The assessment cycle (see appendix 1) will include data from

- Statutory tests
- 'Optional' standardised tests
- Writing assessments using agreed tracking system
- Mathematics assessments using agreed tracking system
- Reading assessments using agreed tracking system
- and PM Benchmarking
- Intervention assessments
- Ongoing assessment in all other subjects

Teachers will analyse pupil, group and class data in preparation for termly pupil-progress meetings and identify next steps for pupils

Individual Needs

- The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class

Reporting:

We will:

- Provide opportunities for three parent consultation meetings to discuss pupil progress
- Provide end of year written reports which include results of statutory tests and assessments and information relating to progress and attainment
- Discuss pupil progress at the request of parents (by appointment)

Moderation:

We will:

- Use assessment materials to benchmark and moderate pupils in accordance with statutory assessment guidance
- Meet termly in phases and cross-phases to moderate writing assessments
- Moderate work through planning and book scrutinies
- Collate evidence to back up teacher assessments
- Participate in LA and cluster moderation schemes

Monitoring and Evaluation:

The leadership team will ensure that all elements of this policy are carried out as required and will evaluate its effectiveness annually as part of the policy review. Staff development requirements will be identified and implemented as part of this cycle of monitoring, evaluating and reviewing.