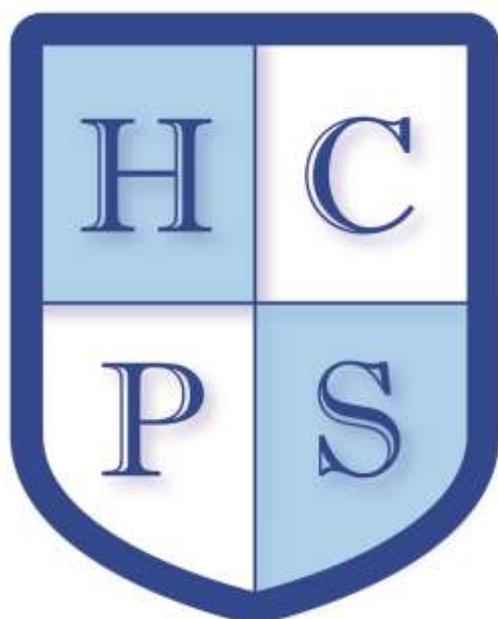


Hunslet Carr Primary School



Assessment

**High expectations
Caring
Positive attitude
Successful**

Policy reviewed: November 2020

Next review: November 2022

High expectations, Caring, Positive Attitudes & Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Purpose of the policy

For all people connected with Hunslet Carr Primary School the school to understand why the school assesses children, the techniques they use to assess and how the assessment is used to plan for children's progress.

1. Adoption

The school governors at their meeting on **8th December 2020** adopted this policy. This is to be reviewed annually.

2. Principles and Values

Assessment is the process of obtaining, analysing and interpreting evidence for use by both children and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

The key purpose of assessment is to move children on in their learning.

Continued monitoring of each child's progress gives a clear picture of what each child has learnt. It is important that teachers know what has been taught, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are learning and informs future planning.

Assessment at Hunslet Carr Primary School supports each child to reach his or her potential and helps them develop self-esteem.

We use differentiation in the classroom to maximise potential based on individual need. Through assessment, followed by quality teaching we will achieve progress.

3. Reasons for Assessment

Promotes and Supports Learning

- identifies what children know, understand and can do
- enables consistent monitoring of children's progress
- identifies individual learning strengths and weaknesses
- encourages progression in learning
- engages children in the learning process.

Informs Teaching

- drives lesson planning and review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self reflection Is both formative and summative
- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures children's performance
- identifies clear and shared targets for progress
- promotes differentiation by outcome
- informs regular reporting to parents.

Recognises ALL children's progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- fosters self esteem and social development.

Develops the capacity for Self and Peer Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports children in self and peer assessment activities
- engages children in realistic target setting.

4. Methods of Assessment

Summative Assessment

This is Assessment of Learning. It is used mainly to measure progress and clearly identifies a child's attainment. It is carried out at the end of a period of learning.

At Hunslet Carr Primary School we use summative assessment in the following ways:

- End of Key Stage Assessments
- Internal termly Formal Assessment
- End of Topic/Unit Tests.

Formative Assessment

This is Assessment for Learning. It is ongoing and provides evidence of progress in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples:

- Class work
- Home work
- Questioning/ Mini plenaries during lessons
- Assertive mentoring discussion
- Presentation
- Short Recall Test
- Practical Project
- Marking
- Knowledge and skills tracking
- Target booklets and APP grids.

Self Assessment and Peer Assessment

Wherever possible, children are involved in assessment.

This encourages them to take responsibility for their own learning by teaching them to evaluate their own achievement against shared learning outcomes. It helps them to identify their own strengths and areas for improvement. It encourages individual learning goals and action plans for future progression. It fosters a self reflective learning culture and encouraging independence in learning.

Examples:

- Individual targets shared for writing, reading and maths
- Self marking against targets and teacher points for improvement from the previous piece of work (Sometime using a purple pen)
- Homework Learning Logs.

5. Assessment Procedures at Hunslet Carr Primary School

Frequency	Assessment Procedures
Daily	<ul style="list-style-type: none"> ✓ Teacher marking of children's work ✓ Teacher discussion with children about their work ✓ Teachers mark work alongside pupils ✓ Children assess their own work against their targets or the objective of the lesson ✓ Children work together to assess their work against their targets or the objective of the lesson ✓ Children work individually, in pairs or in groups to assess how well a task was completed, how well the lesson objective was achieved and whether they fully understood the learning.
Weekly	<ul style="list-style-type: none"> ✓ Teachers mark work alongside pupils. ✓ Teachers look through children's books in order to establish levels of understanding and determine next steps. This ensures that new plans are made that meet the needs of all the children in the group.
Half Termly	<ul style="list-style-type: none"> ✓ Teachers assess children against the Non-Negotiables and plan units of work that fill gaps in learning.
Termly	<p>The school has periodic assessment weeks where children undertake written tests in reading, writing and maths. Tests are marked by class teachers and results moderated by other members of staff. Final pupil results are analysed by SLT. Strategic Pupil Progress meetings follow 'Assessment Week' every term.</p> <p>All information, is entered onto the school's assessment system OTrack and is analysed and used to identify strengths and weaknesses in progress across the school.</p> <p>Class and year group information is noted. This includes:</p> <ul style="list-style-type: none"> ✓ Progress and attainment made across the cohort ✓ Progress and attainment of Vulnerable groups including Pupil Premium ✓ Numbers of pupils at, under or above age related levels ✓ Numbers of boys and girls at, under or above age related levels ✓ Numbers of pupils in vulnerable groups at, under or above age related levels ✓ The progress of pupils with SEN (special educational needs) ✓ The progress of children identified in the previous term or year as not making sufficient progress ✓ The progress of children just under age related levels. <p>From all this information a clear strategic picture of the school can be drawn. Strengths and weaknesses can be clearly seen and targets for improvement considered. The result of the meeting is an in depth report, a copy of which is given to all staff and Governors.</p> <p>This report informs all the subsequent actions, plans, intervention groupings, teacher training and resourcing that will take place the following term. This information is also used to update the SEF.</p>

Annually	<p>SATs tests take place in the summer term All children in Year 2 and 6 participate in formal tests in Reading, Maths and Spelling Punctuation and Grammar.</p> <p>Year 2 tests are marked in school and the results are submitted to the Local Authority. Year 6 tests are marked externally.</p> <p>The results are returned to school and to the Local Authority. The school uses this information to continue to draw an overall picture of its strengths and weakness.</p> <p>Optional NFER Tests All children in Year 1,3,4 and 5 undertake formal tests in Reading, Maths and SPAG.</p> <p>These tests are marked within school and the results are used by the school to draw an overall picture of its strengths and weaknesses.</p>
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Recording Assessments

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods.

At Hunslet Carr Primary School we maintain the following assessment records:

- Online assessment records on OTrack
- Informal assessments by class teachers for things such as spelling scores, times tables scores and fluent in five scores.

We have purposefully decided to reduce the amount of assessment recorded as we consider the work life balance of our staff.

Formal Reporting

- Written Reports to parents in July, informed by optional and SATs tests and teacher assessments
- Termly Pupil Progress Meetings
- Yearly Cohort reports shared between the teachers.

Informal Reporting

- Continual verbal feedback to children by their teachers
- Verbal feedback to parents.

6. Roles and Responsibilities

Class Teachers

It is the responsibility of the class teacher to:

- Use assessment for learning procedures during each lesson to ensure progress is made by all learners
- Plan and prepare future work based on assessment
- Compile and maintain individual IEPs
- Administer Formal Assessments in accordance with the 'Administrator Procedures' (appendix 1).
- Report levels each term using OTrack
- Attend a termly Pupil Progress meeting to discuss on progress with their class
- Report to children, parents and staff on progress
- Report to parents as required
- Produce Cohort Reports for the next teacher.

SLT

It is the responsibility of the SLT to:

- Ensure that all team members are familiar with Assessment For Learning procedures and principles
- Ensure that all team members regularly discuss progress with children.
- Ensure that all team members are confident to mark and moderate children's' work.
- Ensure that all team members complete accurate Cohort reports in June to inform the next teachers
- Support and challenge class teachers where necessary.

Subject Leaders

It is the responsibility of the Subject leader to:

- Ensure that all teachers are skilled in assessing and levelling accurately within their given subject
- Ensure that all teachers keep regularly updated assessments within their given subject
- Keep an overview on children's' progress on OTrack
- Support and challenge class teachers where appropriate.

School Governors

It is the responsibility of the school Governors to:

- Support and challenge Senior Leaders
- Keep a strategic overview of the strengths and weaknesses of the school through questioning the assessment information and meeting with the Assessment Leader.

The Assessment Leader, in consultation with the staff, will monitor this policy once every two years. Where changes are necessary these will be ratified by the School Standards and Effectiveness Committee.

Policy Updated: November 2020.

Policy Review Date: November 2022.