



'Happy children aiming high!'

New Hartley First School

Assessment Policy

Status:	Statutory
Created/Reviewed	Autumn 2017
Next Review:	Autumn 2019

The Rationale

At New Hartley First School, we promote development in all areas of learning and experience through a curriculum that is differentiated, balanced and relevant to each child's particular needs. Planning and recording assessment are crucial to developing children's learning and help to ensure coverage and progression through the programmes of study.

Assessment is part of the teaching and learning process and therefore should be approached as a whole school activity. It is a process which:

- Provides information on the experience and achievement of the individual pupil
- Identifies what the pupil knows, understands and can do
- Provides information to guide future learning
- Measures the acquisition of knowledge, the understanding of concepts and principles, the ability to communicate; plus attitudes, interest and enjoyment
- Enhances the learner's motivation

Monitoring Assessment

Teacher assessment is an ongoing process and monitoring children in school is achieved by a variety of means:

- Observation
- Marking and feedback in various forms
- Discussion
- Self and Peer assessment
- Astute differentiation to provide challenge for all
- Collection of evidence
- Formal pencil and paper tasks (both standardised and non standard)
- Rich, probing questioning
- Professional judgement of the teacher

We track and record children's progress against each objective within their year groups National Curriculum. Teachers keep their own records of children's achievements using KPI grids for reading, writing and maths.

Evidence

Evidence of children's attainment and progress is demonstrated in workbooks, through conversation with children or from classroom displays. Books are regularly monitored to make sure teachers are providing the best possible learning opportunities for the children.

Assessment without levels

The new assessment system is now directly linked to each individual year groups national curriculum objectives.

At New Hartley from September 2017 we have been using four headings to assess and track progress. These are as follows: Pre Yr, WTS, EXS and GRD.

We also track using PIVATs for some children with SEN.

Tracking of progress

Stages of learning in every class: Y1 – Y4

We use the same terminology in each year group. The stages in learning are:

Terminology	What does it mean?
Pre YR	working at the standard of a previous year group
WTS	working towards national standard for their year group
EXS	working at national standard for their year group
GRD	working at greater depth for their year group

If reporting on a child who was pre their year group it would be indicated where they were working. For example: A year 3 child still working at Year 1 standard could be reported as Pre Yr3/EXS Yr1. This would obviously be dependent on where the child was actually working.

We now only collect data at the end of each term and in the half term in between staff meet with the Head Teacher for pupil progress meetings to discuss each individual child and their needs. This is recorded as part of our tracking and to document provision for each child. We make judgements based on what has been taught so far and the indication that gives for future attainment.

Progress is tracked through the use of prior attainment data as a baseline for what constitutes 'good' progress over time and our books, class displays are 'live data' to ascertain progress over a shorter period.

Narrowing the gap

Children who are working below national standard are identified early and class teachers ensure, through differentiated work and classroom support that these children are given learning opportunities to help them reach their potential.

Beyond this we have intervention systems such as use of HLTA for timetabled work with SEN and PP children, dedicated TA time for Speech and Language children and now we have interventions carried out every day in assembly time by CT's and TA's these may include basic skills in phonics and maths to enable children with larger gaps to make accelerated progress and come in line with their peers and can also be used to pre-teach or consolidate relevant NC objectives.

More Able Children

For children who have securely met their end of year objectives, they will be assessed as having greater depth.. Rather than moving on to the next year group's curriculum, these children will be 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

Bloom's Taxonomy examples of how to demonstrate mastery would be through the following:

1. Knowledge (define and identify)
2. Comprehension (explain and summarise)
3. Application (demonstrate and show)
4. Analysis (infer and separate)
5. Synthesis (combine, compose, create and design)
6. Evaluation (compare and judge)

Foundation subjects

Children are informally assessed against the skills and knowledge of the National Curriculum. We aim to expand to a more formal assessment system once we have embedded our new systems in the core subjects.

Summative Assessment

Summative assessments are used to assess what a child can do at a particular time, and are used for comparison.

The following formal summative assessments take place at New Hartley:

- Baseline assessment on entry (EEXba version trialled 2015)
- Early Years Foundation Stage Profile
- Year 1 Phonics
- Year 2 SAT's tests (pupils will be given a scale score and a 'performance descriptor' against the expected national standard)

- Years 3 and 4 standardised tests at end of year to clarify teacher assessments

Moderation and Standardisation

Moderation is timetabled into staff meeting times to enable standardisation of judgements.

Informal moderation occurs on a regular basis through professional discussion with colleagues.

Inter school moderation is a termly event within our partnership.

When selected, Local Authority moderation also takes place

Assessment in EYFS

Children are assessed on entry to Nursery and Reception against the Development Matters points in the EYFS curriculum. A judgment is made as to which month band the child sits in and whether this is age-appropriate. The assessments are made by observation, talking to parents and other adults who know the children well and by gathering information through a variety of activities and situations.

Children are assessed again at the end of each term.

By June in Reception a final judgement is made as to whether a child has achieved the ELGs for the seventeen aspects. This is a 'best fit' judgement of each ELG separately.

For each ELG the teacher has to decide which of the following three judgements is most accurate.

- **Emerging** (1point)-the child has not yet achieved the ELG but is working somewhere within the six developmental bands of the EYFS curriculum e.g. 30-50 months.
- **Expected** (2 points)-the child has achieved the ELG as a best fit judgement.
- **Exceeding** (3 points)-the child has gone beyond the ELG.

The LA has a duty to deliver a programme of moderation visits and meetings to ensure the validity of its data. Our school may be one of a 25% sample to be visited by an LA EYFS moderator to moderate our judgements. Schools are visited by moderators in a three yearly cycle. When we do not have a moderator visit we attend moderation meetings.

In addition we do our own internal moderation to make sure judgements are correct and we also moderate with schools in our partnership.

There is a set of National Exemplification materials for the 'expected level' to help with this.

What is a good level of development?

A 'good level of development' (GLD) will be achieved if a child attains or exceeds the ELGs in 12 aspects – all the aspects in the Prime Areas – Communication and Language, Physical Development and Personal, Social and Emotional Development, together with all aspects of Literacy and Maths.

Reporting to Parents

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Formal reporting to parents consists of discussion with parents at progress evenings in the Autumn and Spring terms and an annual report in the Summer term.

We pride ourselves on our relationship with parents and ensure that they are kept up to date through daily informal discussions and an open door policy.

Reporting to Governors

Headteacher's report to Governing Body termly.