

# Knebworth

Primary & Nursery School



## Assessment Policy

***Date of review:***

***June 2017***

***Date of next review:***

***June 2018***

***Responsibility:***

***School Improvement Committee***

***Classification:***

***Public***

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## Introduction

Assessment is:

“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

At Knebworth Primary and Nursery School, we believe that effective assessment provides information to improve teaching and learning. To achieve this, we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

**Assessment for learning** (formative assessment) involves the day to day use of a range of assessment opportunities which are a natural part of teaching and learning at Knebworth in order to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the objective of their learning, where they are in relation to this objective, and how they can achieve this objective. Examples include:

- Questioning strategies used within class i.e. Pose Pause Pounce Bounce, use of lolly sticks, open questioning etc
- Observational assessment
- Entrance/Exit passes
- Use of assessment tasks or relays
- Feedback and marking of pupil's work

**Assessment of learning** (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, a year or a key stage. Test results describe pupil performance in terms of meeting age-related expectations which is in correspondence with the 2014 National Curriculum. These test results are used to supplement teacher assessment and to inform future planning and intervention. Examples include:

In-school summative assessment i.e.

- Short end of topic or unit tests
- Reviews or specific assessments for pupils with SEND
- Nationally standardised summative assessment, i.e.
- Reception baseline
- EYFS Profile
- Year 1 phonics screen & Year 2 phonics rescreen
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

Through the employment of both approaches, we provide our pupils with regular feedback on their learning so that they understand what it is they need to do to improve their work further. We believe that their involvement in the review process raises standards and empowers pupils to take action towards improving their performance. 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 attainment for every pupil.

## Objectives

The objectives of our Assessment policy 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 pupils
- To involve pupils with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify pupils for intervention
- To inform parents and other interested parties of pupils' progress
- To complete a critical self-evaluation of the school

## Roles and Responsibilities

Assessment is a matter for Knebworth Primary and Nursery School as a whole.

### *Head Teacher*

- To ensure our school meets statutory requirements
- To agree statutory targets
- To disseminate information to assessment co-ordinator
- To review the implementation of assessment
- To monitor and analyse data for trends
- To determine priorities in the School Improvement Plan
- To monitor the quality of procedures
- To report to parents and governors on standards and quality

### *Assessment Leader*

- To ensure the assessment policy is up to date by appropriate review
- To disseminate statutory information to colleagues
- To support and train colleagues with using Assessment Manager 7 for data input and analysis
- To link with subject leaders and Senior Leadership Team to ensure coherence
- To ensure statutory resources are in place
- To ensure methods and procedures are clear to all leaders, are followed and used consistently
- To ensure staff are aware of the requirements involved with the school's formal assessment cycle
- To determine means of agreeing standards throughout the school, liaising with subject leaders
- To provide staff development opportunities, informing staff of new developments
- To support colleagues in identifying assessment opportunities and in using assessment information/data
- To collate assessment data to inform the setting of school targets
- To support phase leaders with leading Pupil Progress Meetings and reviewing this data with Senior Leaders through the use of cohort analysis reports

### *Inclusion Manager*

- To liaise closely with class teachers and assessment leader
- To monitor progress of vulnerable pupils and those with SEND
- To assess the impact of provision of vulnerable pupils and those with SEND
- To implement specific assessment tasks for diagnostic purposes.
- To liaise with and refer to external agencies
- To liaise with potential next providers of education
- To request formal assessment for an Education, Health and Care Plan by the Local Authority
- To arrange and carry out annual reviews of pupils with an Education, Health and Care Plan

### *Subject Leaders*

- To ensure the curriculum matrix and learning objectives are clear
- To ensure methods and procedures are implemented effectively
- To monitor planning to ensure assessment informs planning
- To monitor levels of attainment and standards
- To use data to implement changes to the curriculum where necessary

### *Class Teacher*

- To ensure lessons are clear with stated learning objectives
- To use assessment information to inform planning
- To undertake on-going assessment
- To provide feedback to pupils at an appropriate level
- To report to parents on pupil progress, attainment and next steps
- To set individual targets for each pupil
- To carry out school based and national statutory/optional tests/ tasks where appropriate, using the formal assessment cycle as a guide
- To record data using Assessment Manager 7
- To analyse data at Pupil Progress Meetings
- To use agreed range of assessment methods and techniques to gather information in line with other policies.
- To ensure information is transferred to next teacher/school
- To identify pupils in need of support and liaise with INCO where appropriate.

## Formal Assessment Cycle

Formal assessment is a systematic part of our school calendar and is used as a means to track each cohort within the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

Term	Internal Assessment and SEND		External
<b>Children's formative progress is tracked via ITAFs/Excel Spreadsheets throughout the year Summative testing is planned into children's learning and is age appropriate</b>			
<b>AUTUMN 1</b>	<ul style="list-style-type: none"> <li>• Whole school Writing Moderation</li> <li>• Baseline assessments for Maths and Reading using assessment papers</li> <li>• Check data and set end of year targets</li> <li>• Learning Evaluations</li> <li>• Pupil Progress Meetings</li> <li>• Update Provision Maps</li> <li>• Parents Evening</li> </ul>	<b>Baseline SEND Assessments</b>  <b>Set targets in Learning Profiles</b>	
<b>AUTUMN 2</b>	<ul style="list-style-type: none"> <li>• Maths Moderation</li> <li>• Assessments papers</li> <li>• Input data using AM7</li> <li>• Pupil Progress Meetings</li> <li>• Cohort Analysis Report</li> </ul>	<b>SEND Assessments</b>  <b>Update Learning Profiles</b>  <b>Update Provision Maps</b>	<b>HIP VISIT</b>
<b>SPRING 1</b>	<ul style="list-style-type: none"> <li>• Learning Evaluations</li> <li>• Reading Moderation</li> </ul>		
<b>SPRING 2</b>	<ul style="list-style-type: none"> <li>• Writing Moderation</li> <li>• Assessment papers</li> <li>• Input data using AM7</li> <li>• Pupil Progress Meetings</li> <li>• Cohort Analysis Report</li> <li>• Update Provision Maps</li> <li>• Parents Evening</li> </ul>	<b>SEND ASSESSMENTS</b>  <b>Update Learning Profiles</b>  <b>Update Provision Maps</b>	<b>JARV</b>
<b>SUMMER 1</b>	<ul style="list-style-type: none"> <li>• Learning Evaluations</li> <li>• Maths Moderation</li> </ul>		<b>Year 2 and 6 SATS</b>
<b>SUMMER 2</b>	<ul style="list-style-type: none"> <li>• Writing Moderation</li> <li>• Assessment papers</li> <li>• Input end of year data using AM7</li> <li>• Pupil Progress Meetings</li> <li>• Cohort Analysis Report</li> <li>• Update Provision Maps</li> <li>• End of Year Reports</li> </ul>	<b>SEND ASSESSMENTS</b>  <b>Update Learning Profiles</b>  <b>Update Provision Maps</b>	<b>Year 1 Phonics Check</b>  <b>EYFS, Y2, Y6 Teacher Assessment submitted</b>  <b>Summer Review HIP Visit</b>

## Our Assessment System

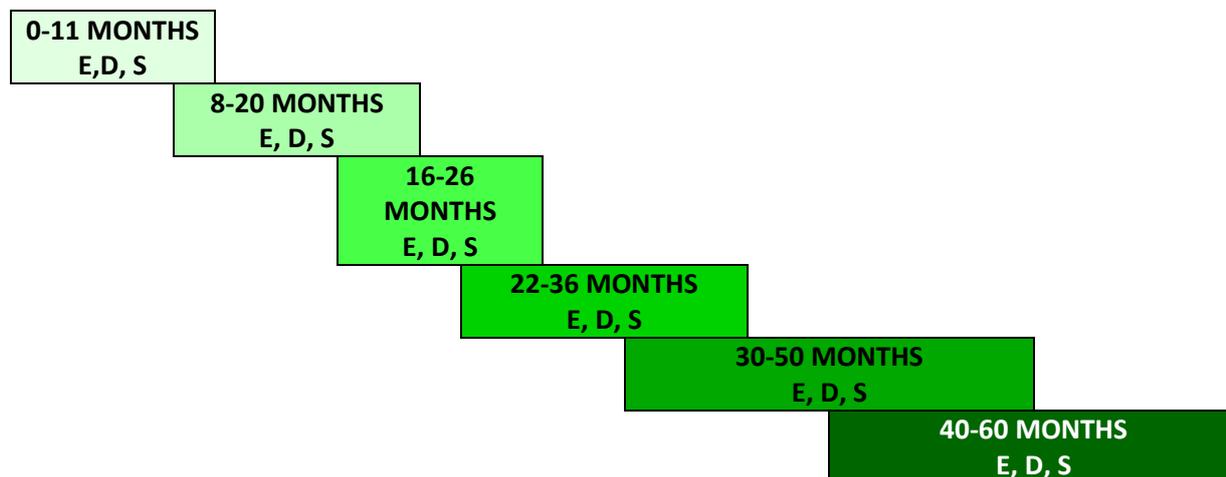
### EYFS

The school tracks progress in the Early Years using 'The Early Years Outcomes Toolkit', which has been developed by Hertfordshire and is used by the very large majority of Hertfordshire schools.

This ensures that:

- in-school summative assessment can easily be understood at a glance by internal and external users of the data
- there are opportunities for moderation and benchmarking across county and between schools and staff in EYFS
- key performance indicators about the attainment and progress of pupils can inform self-evaluation and form a good starting point for demonstrating progress to Ofsted
- we can determine with confidence whether or not pupils are on track to meet the expected standards in the EYFSP assessments which will take place at the ends of the EYFS

The Early Years Outcomes track pupil's achievement from birth to 5 years old. They are divided into six chronological, overlapping bands. Practitioners assess if each pupil is emerging, developing or securing within their current band.



22-36D	22-36S	30-50E	30-50D	30-50S	40-60E	40-60D	40-60S	WORKING WITHIN ELG	Exceeding ELG
BELOW EXPECTED	TYPICAL RANGE OF NURSERY SUMMER BORN ATTAINMENT					ABOVE EXPECTED			
BELOW EXPECTED			TYPICAL RANGE OF NURSERY AUTUMN BORN ATTAINMENT				ABOVE EXPECTED		
BELOW EXPECTED					TYPICAL RANGE OF RECEPTION ATTAINMENT			ABOVE EXPECTED	

## KEY STAGES 1 & 2

The school has adopted the 'Herts Steps' for Assessment tracking system, devised by Herts for Learning, and which is used by the very large majority of Hertfordshire schools.

This ensures that:

- in-school summative assessment can easily be understood at a glance by internal and external users of the data
- there are opportunities for moderation and benchmarking across county and between schools
- key performance indicators about the attainment and progress of pupils can inform self-evaluation and form a good starting point for demonstrating progress to Ofsted
- we can determine with confidence whether or not pupils are on track to meet the expected standards in the statutory assessments which will take place at the ends of KS1 and KS2

The system is based on **three phases**, within which there are several **steps**:

- Phase A relates to the typical expectations of pupil working in KS1 (Years 1 and 2)
- Phase B relates to the typical expectations of pupil working in Lower KS2 (Y3 and 4)
- Phase C relates to the typical expectations of pupil working in Upper KS2 (Y5 and 6)

Within each phase, there are seven steps and a mastery level:

ELG	A0	A1	A2	A3	A4	A5	A6	A+
←TYPICAL RANGE OF YEAR 1 ATTAINMENT→								
				←TYPICAL RANGE OF YEAR 2 ATTAINMENT→				MASTERY

A6	B1	B2	B3	B4	B5	B6	B+
←TYPICAL RANGE OF YEAR 3 ATTAINMENT→							
			←TYPICAL RANGE OF YEAR 4 ATTAINMENT→				MASTERY

B6	C1	C2	C3	C4	C5	C6	C+
←TYPICAL RANGE OF YEAR 5 ATTAINMENT→							
			←TYPICAL RANGE OF YEAR 6 ATTAINMENT→				MASTERY

The expectation for progress is that individual pupils will move **one step per term**.

This is what the school believes will be required for a pupil to make **sufficient progress** from their starting points. Children making less than sufficient progress from their starting points drive discussions in Pupil Progress Meetings.

## Reporting to Parents and Carers

When reporting to parents, we aim to be factual, specific and refer to past and current learning. We aim to be positive about pupil's achievements and point the way to next steps for each pupil.

We report to parents and carers formally on a termly basis:

- Autumn Term – Parents' Evening focussed on strengths and next steps
- Spring Term – Parents' Evening focussed on strengths and next steps
- Summer Term – Written end of year report outlining end of year data for pupils as well as results of external testing where appropriate

Throughout each communication with parents, we ensure that they are acutely aware of where their pupil lies in relation to age-related expectations set in the 2014 National Curriculum through the use of the following terminology:

- Working towards achieving age-related expectations
- Working at age-related expectations
- Working at greater depth within age-related expectations

## Inclusive approaches to Assessment

At Knebworth Primary and Nursery School we believe our policy and practice promotes the best outcomes for all pupils, including low and high attaining pupils and those with special educational needs and disabilities (SEND)

We are very aware of our statutory duties under the Special Educational Needs and Disability Code of Practice, 0 to 25 years, and the Equality Act 2010 which requires us to improve equality of opportunity for people with disabilities.

Our assessment procedures are holistic and consider long term wider outcomes. We are continually building on and reviewing meaningful ways of measuring all aspects of progress including communication, social skills, physical development and independence. Assessment reflects the extent to which a pupil can apply their learning in a wider range of contexts and enables our teachers to determine what they need to do to ensure that the intervention and support provided allow children to progress in all areas of their learning and development.

We have extremely high expectations for all pupils including those with SEND and disabilities. For many pupils with SEN and disabilities, effort applied to learning is significant and assessment should recognise this alongside outcomes achieved whilst maintaining high aspirations and expectations. For pupils working below national expected levels of attainment, we ensure that assessment arrangements consider progress relative to starting points and take this into account, alongside the nature of pupils' learning difficulties.

Assessment contributes to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. Pupils with SEN and disabilities particularly benefit from the principle embodied in the new National Curriculum which advocates understanding key concepts before moving onto the next phase of learning. This enables teachers to become better informed about pupils' individual learning needs. It should also better inform the teaching approaches and interventions they use to support pupils in making progress in their learning. An individualised Learning Profile is created for children who have been identified as SEND and who have specific tailored targets.

Both the SEN and Disability Code of Practice and Ofsted highlight the importance of assessing progress in wider areas, whilst maintaining high expectations. The school's assessment arrangements build in the 'graduated approach' for pupils with SEN and disabilities (Assess, Plan, Do, and Review). Weekly inclusion surgeries are in place for teachers and the Inclusion Team to meet and to discuss the next steps for pupils with SEND. Teachers working with the INCA carry out a clear analysis of the pupil's needs. This draw on any on-going formative and summative

assessment, the views of parents and pupil and, where relevant, information from external specialists. Assessment are designed to offer the next steps on each child's learning pathway and ensure a focus on long term outcomes in the areas of higher education and employment.

For some pupils with SEN and disabilities, we consider the most effective methods and tools for formative and summative assessment. These may include adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond or using visual stimuli and alternative means of communication and observation for example. The same considerations apply in relation to engaging pupils with significant learning needs in feedback on their teaching and learning. The latter is an important aspect of learning for such pupils in order to help them develop greater autonomy and independence.

## Moderation

Moderation is important to ensure a consistent approach towards assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made. At Knebworth Primary and Nursery School we will:

- Moderate writing with all teaching staff three times per year
- Moderate reading with all teaching staff once per year
- Moderate maths with all teaching staff twice per year
- Moderation will also occur through learning walks and work scrutinises involving leadership, maths/English subject leaders and governors three times per year with findings communicated to staff
- Participate in moderation schemes in the Local Authority for Foundation Stage, KS1 and KS2
- Informal moderation within year groups and key stages occurs throughout the year as and when as appropriate

## Resources

The assessment budget is reviewed annually. It is used to provide resources to assist teachers in carrying out assessments.

## Staff Training

The assessment leader attends relevant courses as part of the whole staff development programme.

The whole staff is regularly given the opportunity to consider assessment issues during INSET programmes and staff meetings, led by the assessment leader.

## Review

The Governing Body will review this policy in line with its annual cycle of review.