

Policy Name:	Assessment Policy
Date Adopted by the School	December 2018
Signature of Head Teacher:	Joanna Goman
Review Cycle:	2 years
Next Review Date:	November 2020- completed November 2022- completed November 2024- completed
Notes	n/a

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Assessment Aims

At Greatham Primary School, we ensure that all children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability. We are an educationally inclusive school where the learning, teaching, achievements, attitudes and well being of every young person matter.

Rationale

Assessment is a continuous process which provides information on individual pupil experience and achievement, identifying what the pupil knows/understands and can do, leading to direct action by the teacher to improve learning.

- Assessment underpins all aspects of learning.
- Assessment provides information to guide future learning and is a basis for reporting to parents.
- Assessment data is integral to the Performance Management Cycle.

Assessment Cycle

Here is the diagram for explaining the assessment cycle at Greatham.

July/ Sept	Mid Term	End of term	End of term
Transition work and interventions	Discussions about pupils	Pupil progress meetings	Data analysis and agreement of actions
Interventions		Adaptations to strategic plan	
Professional development by subject leaders Monitoring by subject leaders- impact of intervention		Presentation to governors	
Performance management observation	Performance management meetings	Class teachers to complete ARBOR tracker and Venn diagrams	Meeting with parents

January	Mid Term	End of term	End of term
	Discussions about pupils	Pupil progress meetings	Data analysis and agreement of actions
Interventions		Adaptations to strategic plan	

Professional development by subject leaders			Presentation to governors
Monitoring by subject leaders- impact of intervention			
Performance management observation	Performance management meetings	Class teachers to complete ARBOR tracker and Venn diagrams	Meeting with parents

April	Mid Term	End of term	End of term
Transition work and interventions	Discussions about pupils	Pupil progress meetings	Data analysis and agreement of actions
Interventions			Adaptations to strategic plan
Professional development by subject leaders			Presentation to governors
Monitoring by subject leaders- impact of intervention			
	Class teachers input national data as required by the DfE	Class teachers to complete ARBOR tracker and Venn diagrams	Annual report to parents

Assessment Procedures

The school uses the Hampshire Assessment Model (HAM) assessment statements to assess children. There are 3 summative assessment points each year where teacher’s day to day teaching and assessment is drawn upon to make an overall judgement. The assessment system is NOT a best fit model; children must be able to attain at the expected level in all of the assessment statement. **Summative Assessment points = beginning of December, middle of March and middle of June.**

The HAM is broken into 4 phases. Assessment at each phase builds on the previous phase with the aim of ensuring that children practise and/ or deepen learning rather than accelerating it. At all times, we aim for children to be working at age related expectation or above. In order for a child at Greatham to be classed as working at age related expectations or above the following must be achieved:

At assessment point 1, children should be achieving all of the HAM phase 1 statements at an apprentice level (with some scaffolding/support) **PLUS some at a competency level.**

At assessment point 2, children should be achieving HAM phase 1 statements independently and HAM phase 2 statements at a competent level **PLUS** several of the HAM phase 3 statements.

At assessment point 3 (the end of the year), pupils should be securely achieving all assessment statements for their year group.

Expectations of greater depth activities (GDS) will involve:

Pupils who are ‘able to evaluate, generalise, predict, create, imagine or reflect on a taught objective’.

At assessment point 1- this will be to an apprentice level and will require adult modelling. At assessment point 2 this will be secure with some support and by the end of the year this needs to be achieved independently.

In the HAM each of the core subjects (maths, reading and writing) is separated into domains. Attainment for each child in each of the domains that make a core subject will be recorded as well as their overall outcome. At each assessment point, summative data is recorded on to the assessment program ARBOR.

The overall outcome is NOT a best fit model- in order to be working at age related expectation overall, children must be successfully attaining within each domain. The formula for making these judgements is as follows:

WTS in any domain= WTS overall

EXS in all domains= EXS overall

GDS in 3 domains PLUS EXS or higher in the other domains= GDS overall

In addition, all classes complete a Venn diagram to ensure children achieve in the combined core subjects. At each assessment point children will be judged as:

- WTS = working towards age related expectations
- EXS = at age related expectations
- GDS = working at greater depth

Below is a diagram of the phase model:

September- start of December	Start of December to mid March	Mid March to mid June
		Securely attaining all phase 1, 2 and 3 statements. Showing accuracy, versatility and resourcefulness in a range of contexts
	Apprentice level in phase 3 statements.	
	Competent in all phase 2 statements.	Secure in all phase 2 statements
Apprentice in ALL phase 1 statements and competent in many	Competently working in phase 1 statements	
Previous year’s ready to progress criteria revised and securely embedded.		

Formative Assessment (day to day)

- Continuous assessment for learning e.g. questioning, observations, discussion, marking and pupil conferencing

- Frequent opportunities for talk for learning and time spent at the end of each session reviewing key learning and how these link to prior and future learning
- Comments on assessment noted on planning and used to inform future sessions
- Marking that reflects success criteria that can also be undertaken with children

Here is a diagram of a year group's learning objectives broken down into Phases.

Hampshire Mathematics Team Assessment Model: Fluency, Reasoning and Problem Solving								
Hampshire County Council								Version 2: April 2015
Year 3	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: Properties of shape	Statistics	
Fluency Reasoning Problem solving	solve number problems and practical problems involving these ideas	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects	solve problems that involve all of the above.			Pupils should be taught to: <ul style="list-style-type: none"> • solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. 	
Phase 1 inc year 2	<ul style="list-style-type: none"> • count from 0 in multiples of 4; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • identify, represent and estimate numbers using different representations 	<ul style="list-style-type: none"> • add and subtract numbers mentally, including: a three-digit number and ones three-digit number and hundreds • estimate the answer to a calculation and use inverse operations to check answers 	<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know using mental 	<ul style="list-style-type: none"> • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts • recognise, find and write fraction of a discrete set of objects: unit fractions • compare and order unit fractions, and fractions with the same denominators 	<ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money • tell and write the time from an analogue clock, and 12-hour • use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight 	<ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; • identify right angles, • identify horizontal and vertical lines 	<ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables 	
Phase 2	<ul style="list-style-type: none"> • count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number • compare and order numbers up to 1000 • read and write numbers up to 1000 in numerals and in words 	<ul style="list-style-type: none"> • add and subtract numbers mentally, including a three-digit number and tens • add and subtract numbers with up to three digits, 		<ul style="list-style-type: none"> • recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise and use fractions as numbers: unit fractions • recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions 	<ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • know the number of seconds in a minute, year and leap year 	<ul style="list-style-type: none"> • recognise angles as a property of shape • identify right angles, recognise that two right angles make a half-turn, 		
Phase 3	Count from 0 in multiples of 4, 8, 50 and 100		<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental 	<ul style="list-style-type: none"> • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • add and subtract fractions with the same denominator within one whole (e.g. $\frac{1}{2} + \frac{1}{2} = 1$) 	<ul style="list-style-type: none"> • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; • record and compare time in terms of seconds, minutes, hours and o'clock; • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events, for example to calculate the time taken by particular events or tasks 	<ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; • identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 		

At each assessment point, pupil progress meetings will be held. Teachers will present data pertaining to their class to the SLT and showing how they have and will support pupils to make progress. At half termly intervals, discussions will take place to ascertain whether previously identified pupils who are not at ARE, are now on track or whether additional support is necessary. Teachers will be responsible for planning this.

Whole school moderation will take place at least termly to ensure teacher assessment is accurate across the school and to foster a culture of trust.

Yearly:

- End of Key Stage Assessment tasks and tests for children in year 2.
- End of year Standard Assessment Tasks for children in year 6 in the summer term.
- The Phonics Check for children in Year 1.
- If required Phonics testing for year 2 pupils who did not pass in year 1.

- Year 4 times tables check (MTC)
- Year R baseline

Early years:

- Ongoing assessment is undertaken through observation of the children. In addition, children's work may be recorded in their learning journals.

SEN:

Class teachers, alongside the SENDCo, parents and child will be responsible for writing and reviewing children's Personal Learning Plan (PLP). Pupils will be monitored through each phase looking at their progress against their target, which is towards being Age Expected.

Half termly:

- Foundation subjects are assessed according to subject specific criteria. Pupil's progress is recorded termly against specific learning objectives (provided by subject leader) and assessed at whether pupils have achieved these targets for both ARE and GDS objectives. Summative outcomes are recorded on tracking sheets on ARBOR.

How to assess

Any assessment must allow the pupils to have the best opportunity to show what they know, understand and can do. Therefore:

- Assessment should take place in a normal supportive environment.
- The circumstance in which assessment takes place should be familiar and not threatening.
- All children will have equal access to the work being assessed.
- Children must clearly understand what is being required of them.
- Testing will occur in test conditions where pupils will work independently without support from an adult, except reading questions in maths tests.

Consistency in standards

Consistency in standards is achieved through:

- Core tracking documents completed by all staff in KS1 and KS2.
- End of Phase documents completed by all staff at the end of each 10-week cycle.
- Non-Core Subjects being assessed termly subject leaders.
- Subject leaders and SLT monitoring assessment records.
- Subject leaders carrying out work scrutiny and pupil interviews.
- Class teachers analysing and discussing assessments with each other and involving subject leaders if appropriate.
- Storing all assessment data on ARBOR.
- Termly whole staff moderation meetings and cluster meetings with other schools as appropriate.
- Attendance at county moderation meetings and/ or standardisation events.

Record Keeping

Records will be maintained for all pupils in each subject. Early Years assessments are recorded on individual tracking sheets.

In Key Stage 1 and 2 each class has a class tracking grid for Reading, Writing and Mathematics. The grid is completed in September (to transfer data from the previous class and establish initial actions), December, March/ April and July.

This information is recorded on the computer system ARBOR so that a child's progress can be monitored from Year 1 to Year 6. The assessment manager will analyse data in order to track the progress and attainment of all children as well as vulnerable groups (boys, girls, EAL, disadvantaged children, higher achievers, Traveller) at end of phase intervals and report to the Headteacher.

The Head Teacher will meet with class teachers to discuss progress and future action at the end of every milestone. These are called pupil progress meetings. Teachers will annotate a tracking sheet for their class before every pupil progress meeting. This document supports grouping of pupils and enables the pitch of the lesson to be suitably challenging.

Non-core subjects are assessed at the end of each unit either half termly or termly depending on the length of the unit of work. The assessments focus on the individual skills, for each subject, from the subject skills matrices. Assessment takes place through both child initiated and adult led activities.

Foundation Stage assessment is ongoing throughout the year and results are collected in Learning Journeys. Assessment takes place through both child initiated and adult led activities.

End of key stage assessment

The Assessment Manager will read and report on the ARA each year to ascertain school responsibilities in undertaking statutory tasks and tests.

EYFS

- Teacher assessment will be used to judge children's level of attainment internally then moderated with pupils in other settings.

KS1

- Tasks and tests will be used to support the teacher's judgement and only the T.A. needs to be reported to parents.
- The Head Teacher and Governing Body have specific duties (see Assessment and Reporting Arrangements).

KS2

- Attainment in writing is through teacher assessment.
- Tests will provide the level of attainment in reading and mathematics and spelling and punctuation.
- The Head Teacher and Governing Body have specific duties (see Assessment and Reporting Arrangements).

How we keep records

Every child has an official document folder that is stored securely in the office containing: -

- Registration Form
- Ethnicity Form
- Medical Form
- Photo/ media coverage form
- Medical Reports
- School Reports
- Reports from external agencies
- Nursery transfer files
- Records from other schools and nursery
- End of Year R results
- End of Key Stage results
- SEND information
- Formal complaints

Reporting

Aims of reporting:

- To formally capture and communicate achievement against age expectations of the national curriculum.
- To formally capture and communicate a child's attitude to learning.

Our reports are based on continual teacher assessment and classroom observation and will culminate in an end of year written report for every child in the school.

Parent interviews in the Autumn and Spring Terms provide an interim opportunity to review a child's progress and to share targets on a mid-year targets proforma. In the summer term, parents will receive a larger end of year report that will report on the whole curriculum.

Transition

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies depending on the class / key stage and is listed below:

From one-year group to another:

- Assessment documents
- Phonics assessment data
- Reading records
- Curricular targets via end of year academic report
- Personal notes/ records
- Current books e.g. literacy, mathematics, art

From GPS to parallel settings:

- Personal notes/ records
- Current books- literacy, mathematics, art

Marking for Meaning and Pupil Progress

Aims - At Greatham Primary School we believe that the purpose of marking is to support pupil progress by helping them learn from their mistakes. Marking should also enable effective teacher assessment and lead to accurate pitch in subsequent lessons. The impact of our marking policy will be to:

- increase pupil progress in learning;
- ensure the highest standards of achievement and presentation;
- achieve a consistent and clear dialogue between pupil and teacher;
- ensure consistency throughout our school; and
- actively involve the pupil in taking responsibility for self-evaluation.

Greatham Primary School Characteristics of effective feedback:

- specific, accurate, and clear (for example, 'You have made good use of adjectives to describe the scene' rather than 'Your writing is getting better');
- compares what a pupil is doing right now with what they have done wrong before (for example, 'Your use of speech marks is much more accurate than before');
- encourages and supports further effort by helping pupils identify things that are hard and require extra effort (for example, 'You need to put extra effort into your editing to improve your spelling');
- gives feedback sparingly so that it is meaningful; and provides specific guidance on how to improve rather than just telling pupils when they are incorrect.

What will our marking ALWAYS look like?

Date and title must always be correctly written and marked in pink if incorrect. Must be underlined. Children must have chance to correct these in green.

High frequency words (age related) must always be correctly written. Pink highlight a max of 3 that are wrong. Children must always have chance to correct these in green. Repeated mistakes of the same words must not be tolerated. Use a post it note on each page to remind the child how to spell it.

Los should always be recorded on children's work and must be dotted in pink or yellow to indicate a child's achievement against them.

Commanding dialogue / VF as needed.

Non-core marking will be as above PLUS - misconceptions will be corrected

Core subjects-

- A decrease in specific guidance about areas to improve towards a more general (but still commanding) level of guidance throughout the year. For example:
 - October- *'improve the adjectives black and big so that they help the reader to see a picture of the giant'*
 - June- *'improve the adjectives in this writing'*
- Learning objective (which may be on a sticker) 'dotted' with highlighter pen (yellow for achieved and PINK for 'needs more practise').
- Reference to SEN work where a pupil undertakes an intervention programme with an LSA.
- Level of support evident (T - teacher support, LSA - LSA support OR nothing written- no support).
- Initials of the adult who lead the lesson UNLESS it is the normal class teacher in which case there will not be any initials.
- VF indicated for verbal feedback (if provided) PLUS bullet points from the conversation.
- Red pen for adult comments, green pen for pupil comments for editing by pupil prior to teacher.
- Opportunity for pupil to respond to comments/ make corrections and learn from mistakes (usually at the start of a new lesson) which will be re-checked by the adult to ensure that misconceptions have been removed.

- A maximum of 3 key spellings for the pupil to correct that are key to the learning PLUS any of the spellings that were provided (indication of spellings to correct will graduate from highlighted in pink to 'S' in the margin at a stage appropriate point to enable self-editing).

English specific:

- commanding dialogue marking (if appropriate, which will be often); and
- highlighter pen within written pieces demonstrating the pupil's attainment against the learning objective.

Maths specific:

- all answers marked with highlighter; and
- modelled reworking of problems/ calculations if appropriate.

Wider curriculum specific:

- commanding dialogue when a pupil has a clear misconception. Otherwise dialogue marking is not expected although work MUST be checked.

Expectations of presentation in addition to subject specific non-negotiables:

- additional paperwork trimmed and stuck in neatly;
- date underlined (KS2);
- title underlined (KS2);
- blue Berol pen used by the pupil in English (when handwriting is at an appropriate level) and pencil in mathematics; and correct spelling of key vocabulary and focus spellings.