



Havelock Infant & Junior Schools

Assessment Policy

November 2023

Adopted by: Local Academy Board

Date: 14th November 2023

Policy Review Due Date: November 2024

Rationale

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress, diagnose any needed developments - whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and it is acted upon at all levels.

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- Guide planning, teaching, additional support, curriculum development and resources
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

Types of Assessment

At the Havelock Schools, we have 2 types of assessment:

Formative

This is the ongoing assessment carried out by teachers both formally and informally during a lesson. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Each child has a separate exercise book for each subject to ensure that they have ownership of their next steps which are directly linked with marking, questioning and feedback they are given.

Formative assessment information is recorded using the schools tracking system by all teaching staff as an ongoing record of how the child is performing academically in class. These records are updated frequently during the term. They are used to inform planning with gaps in knowledge for individuals, groups and the whole class.

Summative

All staff make a summative judgement about each child's attainment at the end of each term for Reading, Writing and Mathematics. The evidence to support these judgements is gathered by using the assessment tests from PiXL. Pathfinder Schools Trust has an annual assessment overview, that outlines when PiXL assessments, MTC assessments and RWI assessment should be carried out with pupils from Yr 1 to Yr 6. Outcomes are inputted into the tracking software and analysed. Gaps in learning are then identified and interventions/therapies are suggested in order to support future progress.

SLT and subject coordinators carry out comparative data comparisons to ensure that the schools are on track to meet the national expectations (or beyond).

Foundation subjects are assessed at the end of the academic year based on teacher judgement against the learning intentions over the year of study. At the end of each unit of work children are given chance to demonstrate their understanding which serves as assessment for that unit of work. Assessment is entered onto the tracking system at the end of the academic year.

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 that the school develops a clear understanding of how to raise standards. The Assessment cycle at the Havelock Schools will include:

- Data from statutory assessments
- Foundation Stage on entry national baseline
- Foundation Stage Profile (inc Good level of development)
- Year 1 Phonics test
- Key Stage 1 assessments
- Key Stage 2 assessments
- Year 4 Multiplication Tables check
- PiXL assessments
- SEN assessments
- End of year foundation subjects assessment

AFL

Teachers use a variety of strategies that help to inform them of their pupil's current level of understanding and progress at the outset of; within and at the end of a lesson/unit. Such techniques include:

- Targeted questioning
- Marking that links to the learning journeys/ success criteria
- Children's comments both written and oral about their progress
- Mini plenaries

Assessment in the Early Years Foundation Stage

On entry to the school children will be assessed. The school carries out its own baseline assessment in addition to the National Reception Baseline Assessment which has been developed by the schools in the Pathfinder Schools trust. This is completed by the end of the 2nd week of the children starting school.

Findings are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly and tracked summatively on a termly basis to ensure that the next steps in learning are appropriately planned in order to help children make progress.

From September 2021 the EYFS national baseline will be carried out within the first six weeks of starting school. The findings are submitted nationally. These results will be used to track children's progress into Year 6.

The Early Years Foundation Stage Profile (EYFSP) is based on the teacher's on going observations and assessments in the following areas:

The prime areas of learning:

- **Communication and Language**
Listening, Attention and Understanding ELG -
Speaking ELG
- **Personal, Social and Emotional Development**
Self-Regulation ELG
Managing Self ELG
Building Relationships ELG

- **Physical Development**

Gross Motor Skills ELG

Fine Motor Skills ELG

The specific areas of learning:

- **Literacy**

Comprehension ELG

Word Reading ELG

Writing ELG

- **Mathematics**

Number ELG

Numerical Patterns ELG

- **Understanding the World**

Past and Present ELG

People Culture and Communities ELG

The Natural World ELG

- **Expressive Arts and Design**

Creating with Materials ELG

Being Imaginative and Expressive ELG

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected) or not yet reaching this level (emerging). If children achieve expected in all of the following areas they are awarded a 'good level of development'.

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate next steps for the future and to form the basis of reports to parents. Records are kept in many ways.

These include:

- Teacher's plans
- Children's work/ books
- Teacher's notes e.g. Significant outcomes
- Pupil Progress Tracker termly sheets for reading, writing and maths.
- Pupil progress meeting records.

Marking should follow the Academy's Feedback and marking principles (see appendix) whilst taking account of teacher workload. Marking is instrumental in ensuring that a personalised learning journey for all children is realised. Marking should directly relate to the area of learning objectives/toolkit and targets set for each individual. Marking aims to ensure that the pupils can move their learning forward and teachers know what the gaps are so that it can support the planning

process. Time is given in the lesson for the pupils to review and respond to the marking ahead of the next session.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

Strategies can include:

- Live marking and feedback
- Teacher questioning
- Editing that directly links to the marking code
- Pupil review of learning objective
- Peer marking
- Self marking

Children are given the opportunity to read, comment on and react to any marking using polishing pens.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other Pathfinder schools
- By attending LA sessions to ensure our judgements are in line with other schools

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents at the end of the Summer term. This report outlines a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations.

For children in Years R, 1, 2, 4 and 6 additional information including details of all statutory tests/checks will also be provided in the Summer report.

Parents are invited to attend formal consultations (parent evenings) with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or a member of the Leadership Team at other times.

Equal Opportunities

We aim to use methods, activities and materials, to ensure all children are able to make progress and achieve their potential, regardless of their gender, race or cultural background.

Responsibilities

The head teacher and assessment coordinator have overall responsibility for this policy. To ensure that the agreed procedures are being carried out, that statutory requirements are being met and to keep up to date with local and national developments. Subject co-ordinators monitor results

annually. The SLT monitor planning each term checking for clear learning objectives and points for assessment, and provide support where necessary. Year Team Leaders ensure a consistent approach in each year group. Each class teacher has the responsibility to ensure that lessons have precise learning objectives and success criteria, to be clear about what is to be assessed and to keep the necessary records.

Evaluation

Current practice in all aspects of Assessment, Recording and Reporting is continually being discussed and reviewed (both formally and informally) in teams at the Senior Leadership Team level.

The policy was agreed by Staff and Governors in October 2023 and will be reviewed every year.

Next review date: October 2024

Appendix 1

Pathfinder Schools Principles of Feedback 2023-2024

Aims of the Principles

- To understand the purposes of feedback in school.
- To support appropriate approaches and methods of feedback.

At Pathfinder Schools (PFS) we believe that feedback is a vital and essential part of the Teaching & Learning cycle. We also believe there is not one single way to feedback to children that is more effective than other ways. Different forms of feedback are appropriate for different learners, subjects and lessons. It is essential that feedback ensures misconceptions are addressed. All feedback will focus on the following principles:

Feedback is to further learning for the children.

The reason a teacher provides feedback is to promote learning and confidence for a child or a group of pupils. Feedback is not given to prove to others that teaching has taken place.

Feedback takes many forms.

We acknowledge that there is no 'one size fits all' with feedback and that some forms of feedback are more effective for different learners and at different times. The sorts of feedback we use at PFS include and is not exhaustive:

- Whole Class, group and individual
- Verbal and written
- Feedback from self-assessment
- Feedback from an adult or a learning partner

In every classroom there will be a mix of feedback types to promote learning for every individual. These include 'live marking in the moment' where work is highlighted in green for positive reinforcement and pink where work needs to be corrected and peer and self-assessment. Praise and encouragement are vital elements of feedback.

Feedback is more effective if it is at the point of teaching.

Feedback delivered closest to the point of action is most effective. We recognise that feedback given in lessons (verbal or written) is more effective than comments provided at a later date.

Feedback is provided by adults and children.

We can all provide feedback. At PFS, teachers and teaching assistants will provide feedback throughout lessons, but children are also supported to be part of the teaching and learning cycle. Pupils are able to self-assess and effectively provide their own feedback and work collaboratively to provide feedback to their classmates. Pupils also provide feedback to the adults about how they are finding their learning and what might help them. Whole class feedback grids are used across the curriculum but predominantly in English and foundation subject summative pieces of work. This process helps the children to be fully involved in the feedback system and enables them to understand what their targets and next steps are as these are clearly displayed in the feedback grid.

Whole class feedback

| | | | | | |
|---|----------------------|---|---------------|-------|--|
| Class: | | Task: | | Date: | |
| Growth  | | Areas to improve  | | | |
| Special mentions  | Spellings to improve | Grammar to improve | Class targets | | |

Feedback is most effective when it is part of a culture of success.

Staff and pupils at PFS understand they are part of a learning community. Feedback is seen as a positive tool to help all learner's confidence and achievement and everyone understands the role, they can play in providing feedback to improve learning.

These Principles of Feedback are discussed during CPD and moderation exercises and referred to regularly to make sure that feedback at PFS allows every child to reach their full potential. It also aids the teacher with planning, teaching, learning and assessment information.

What tool to use:

It is agreed all adults will provide feedback with a green pen (when appropriate) and pupils will use a purple pen for their own feedback which will include self-corrections.

Different Methods of Feedback:

For the majority of **academic lessons** at PFS, the majority of marking and feedback will take place live in lessons, where answers are checked and discussed throughout lessons and so immediate live verbal and/or feedback with use of highlighters is provided to pupils, enabling any misconceptions to be addressed as part of the lesson. Pupils will then understand and correct their own errors before moving on in purple pen. Self-marking and peer marking are frequently used for this purpose, as directed by the teacher. The teacher's role is to oversee pupils work, pick up on misconceptions and address these with the pupil or the class.

In non-academic subjects, we would expect to see live feedback within lessons.

In English, the exception to the above would be for the summative pieces of writing where there is a need for focussed feedback.

End of unit assessments in subjects, initial pieces of work (cold writes) and summative pieces of work (hot writes) would lend themselves to whole class feedback grid.

Focused Feedback: where written feedback is provided, time will be built into lessons for children to reflect on the feedback and to respond to it.

Live verbal feedback: immediate feedback which is diagnostic identifying specific areas to improve;

Whole class feedback grid: when the teacher reads pupils work, notes are made using a grid to highlight excellent work, problems and misconceptions).

Feedback Codes:

- **Green** = positive reinforcement
- **Pink** = where work needs to be correct
- **Purple Pen** = self-correction

Supplementary tools:

- **S** = support
- **V** = child's voice (minimal use)
- **Green pen** = teacher voice where needed