

HINTON ST GEORGE CHURCH OF ENGLAND PRIMARY SCHOOL

'Let Your Light Shine'



ASSESSMENT POLICY

Date of this review: March 2023

Frequency of Review: Every two years

Next Review date: March 2025

Signed _____
Chair of Governors

Hinton St George C of E Primary School

This Policy should be taken and used as part of Hinton St George Church of England School's overall strategy and implemented within the context of our vision, Instrument of Government aims and values as a Church of England School.

This Policy statement has been formally adopted by the governing body, in consultation with the headteacher, and will be reviewed at the date given on the cover page.

Aims and Principles of Assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching is supported and informed by high quality formative assessment (ongoing assessment).
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment which is fit for its intended purpose so that it can be acted on in order to raise standards.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.
- A range of assessments are used including 'Day to Day In-Class Formative Assessment', 'In School Summative Assessment and Nationally Standardised Summative Assessments.'

Delivery

- At Hinton St George Primary School, we use three broad overarching forms of assessment: 'Day to Day In-Class Formative Assessment', 'In Class Summative Assessment and Nationally Standardised Summative Assessments.'

Day-to-Day In-Class Formative Assessment

'Day to Day In-Class Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated their learning and when they are ready to move on. In this way, it enables teachers to provide appropriate support (support and scaffolding) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. It also allows for the identification of training needs.

Through 'Day-to-Day In-Class Formative Assessment', we will:

- Support children in measuring their knowledge and understanding against learning objectives, success criteria and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

A range of 'Day-to-Day In-Class Formative Assessments', will be used including, for example:

- Use of a range of rich questions and answers
- Marking of pupils' work, particularly marking with the child (instant feedback), giving feedback and using tickled pink (highlighting areas of success linked to the learning objective) and green for growth (highlighting areas for development/improvement).
- Observational assessments (particularly in the Early Years).
- Pupil self-assessment e.g. improving work, thumbs up/down, indicating smiley/sad face on work, self marking against success criteria.
- Peer marking.

'In-Class Summative Assessment'

In-Class Summative Assessments will be used to monitor and support children's performance. They will provide children with information about how well they are learning and how well they understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-class summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-class summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on outcomes) and the impact of their own teaching (based on outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-class summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-Class Summative Assessments' will be used including, for example:

- End of year tests/standardised assessments.
- Short end of topic or unit tests or tasks.
- Reviews for pupils with SEND.
- Pupil Progress Meetings.
- Termly 'best fit' assessment relating to the National Curriculum age related expectations – this is reported by class teachers as Emerging, Developing, Secure or Greater Depth.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment.

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the Headteacher and Governing Body to benchmark the schools performance against other schools locally and nationally, and make judgements about the school's effectiveness.

'Nationally standardised summative assessments' will be used:

- Statutory baseline assessment in Reception
- A Phonics screening test in Year 1
- Multiplication Tables Check in Year 4
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests and teacher assessments at the end of Key Stage 2

An inclusive approach to assessment.

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The review of assessment will be used to identify teacher training needs and whole school development focus.

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance, and all staff are expected to follow the policy.

Review

This policy will be regularly reviewed every two years by the Headteacher and governors to ensure that it meets statutory requirements and provides the best possible assessment framework for the education of the children at the school.