



Hillocks Primary and Nursery School

Policy for Assessment

At Hillocks, the key purpose for assessment is to move children on in their learning. Continued monitoring of progress gives a clear picture of what each child has remembered, what skills have been learned and what concepts have been understood. All these help to inform future planning.

Aims

- To provide an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses
- To track individuals and cohorts throughout and between schools to monitor their progress.
- To provide pupils with the opportunity to review their work and to self assess.
- To provide information for parents, governors and outside agencies.
- To raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

In line with the guidance of the Commission on assessment without levels, we consider assessment on three main levels, each with its own purpose

- Day-to-day in-school formative assessment
- In school summative assessment
- Nationally standardised summative assessment (statutory assessment)

1. Statutory assessment

National standardised assessments are used at the end of foundation stage, Key Stages 1 and 2 along with the phonics check in year 1, as part of statutory accountability procedures. Assessments are carried out in line with the processes set out in the DfE guidance in assessment and reporting arrangement documents which are published each year.

School leaders make use of the results of these tests and assessments to identify areas of strength and improvement as part of whole-school development planning.

During relevant years (ie Y1, Y2 and Y6), teachers make use of past test papers, or sample papers, to provide children with an opportunity to experience the assessment process. The results of these tests are also used to support the identification of pupils who may need additional support to reach targeted outcomes.

2. In-school Summative Assessments

To support senior leaders' understanding of attainment across the school, and to identify any specific gaps in learning for groups of pupils, including vulnerable groups, we make summative judgements three times each year. This data is collected from class teachers and is analysed by senior leaders to provide insights into attainment and progress across the school.

The following are used to support summative assessments:

- Each term, data is collated from teachers' on-going judgements on the Flic tracking software using the inbuilt reports to ascertain the percentage of objectives taught and secured by pupils in each year group.
- National curriculum tests in reading, GPS and maths provide a snapshot of a pupil's attainment and progress.
- In writing, independent work and cross curricular writing are used to support judgements.
- The White Rose termly maths assessments
- NFER non-verbal reasoning in Years 3 and 5

Using a combination of test and FLIC data, teachers make a single summative judgement about pupils' attainment indicating whether they are on track to meet age-related expectations by the end of the academic year.

Day to day in-school formative assessment

Formative assessment is at the heart of good assessment practice at our school and may take the following forms:

- Skilful questioning used alongside a variety of response techniques.
- Observations
- Marking
- Peer and self-assessment

Throughout the year, KS1/2 teaches have access to the FLIC tracking software which allows them to track pupils' understanding of key objectives and to identify any gaps in provision. Teachers have access to whole school data, and team and subject leaders make use of this tracking information to evaluate provision.

The main focus of FLIC assessments is to support teachers in making decisions about actions and interventions in the classroom. Individuals who are falling behind can be very quickly identified and support put in place to address this.

Judgements about progress towards key objectives are moderated within Key Stage teams at Hillocks and with other schools in the area who also use the FLIC tracking software.

Foundation Stage

In F1 children are baselined using Development Matters development bands. Within these, they are judged as either 'entering', 'developing' or 'secure' within the 17 Aspects. Best fit judgements are made about the seven Areas of Learning and Development. Children are baselined within three weeks of entry. Assessments in all aspects are updated at the end of every term. Entry and exit data for F1 is calculated using this information. Observations are recorded on Orbit (a digital recording system). Adult-led small group and focus activities are also assessed.

Parental/carer view of the child's learning and progress is sought at Parental Consultation events in both F1 and F2. Each child's next steps are based on the monitoring of progress and tracking and are planned for weekly in F1.

Progress and tracking continue to be monitored in F2. Phonics and maths sessions are assessed and evaluated. Judgements are made against the 17 Aspects on a termly basis. Observations are recorded on Orbit as in F1.

The Early Years Foundation Stage Profile is used throughout the foundation stage to track each child's development and learning achievements. It is based on ongoing observations and assessments in all seven Areas of Learning and Development. Each child's level of development is described as 'emerging', 'expected' or 'exceeding' against 17 Aspects of Learning. Judgements are made from observation of consistent and independent behaviour, predominantly in children's self-initiated activities and are recorded using e-Profile. At the end of F2 a summary of each child's development and learning achievements is transferred to the LA.

Subject Specific Assessments - see individual subject policies

Target Setting

Targets are set for each cohort and these are based on both prior and expected performance. Fischer Family Trust data (FFT aspire) is also used to support this process.

Where data suggests that cohorts, groups, or individual pupils are not on track to achieve predicted outcomes, this becomes the focus of pupil progress

discussions between class teachers and senior leaders. Provision is then made for these children; this could be in the form of altering classroom organisation, intervention groups, liaising with parents or outside agencies. After half a term, short follow up meetings are held to discuss impact.

Where an intervention takes place, children are assessed on entry and exit. This data is in the form of English and maths ages. Tests used to collect this data are:

- Sandwell Numeracy test
- Puma Maths test
- Daniels and Diack reading test
- Suffolk reading test
- Salford reading test

Reporting

Annual school reports are supplemented by interim reports shared at parents' evenings in November and March. These meetings provide an opportunity to share pupils' progress with parents, and to identify areas for further support. Reports indicate how pupils are progressing against the set Key Objectives they have been working on.

Progress is indicated using one of four markers:

- ✓ Not Yet Started
- ✓ Working towards the objective
- ✓ Achieved the objective
- ✓ Secure in the objective

In addition, commentary is provided by teachers either verbally, or in written form for the final report, indicating children's relative strengths and areas for development.

Parents are also encouraged to meet with their child's teacher whenever necessary.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at Hillocks in developing a partnership with parents.

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