



'Pearls of Wisdom
Where Your Future Glows'

Pearl Hyde Community Primary School

Assessment Policy

April 2017

Those who cannot assess cannot teach. Assessment is therefore too important to be the sole preserve of national tests and assessments. Assessment is the means used by good teachers to evaluate that progress and diagnose the needs of the pupil. Assessment helps pupils engage more fully in their own development and learning. Assessment helps parents to understand and, as relevant, participate in their children's educational journey. Assessment helps head teachers and governors to plan strategically the use of the resources of the school. Assessment of individual pupils and school accountability are interdependent. Assessment includes externality and objectivity.

Headlines from Lord Stuart Sutherland's report in the NAHT Commission on Assessment, February 2014

1. Rationale

At Pearl Hyde Primary we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to learn next. Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

2. Aims and objectives

The underpinning principles of assessment at Pearl Hyde Community Primary School:

1. Assessment is at the heart of teaching and learning.

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for pupils to demonstrate and review their progress.

2. Assessment is fair.

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals, internally and externally, to ensure their accuracy.

4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. The results at Pearl Hyde are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning. (Assessment must provide information that justifies the time spent on it);
 - d. school leaders and governors in planning and allocating resources; and
 - e. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Taken from the NAHT Commission on Assessment Report 2014

3. Types of assessment:

Here at Pearl Hyde Primary School we use a combination of formative and summative assessments:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of improving pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track children's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment (Assessment of Learning)

Summative assessment is important for informing both parents, governors and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments are used to:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information

- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

4. Planning for assessment

- The 2014 National Curriculum objectives and Development Matters are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The school ensures that there is progression of skills planned in year on year.
- Lessons are planned with clear learning objectives and success criteria, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.
- The Sheffield Teaching and Assessment Tool (STAT materials) are used alongside the New National Curriculum and this is used to make assessments for all pupils in Y1 - 6 in Reading, Writing, Spelling Punctuation and Grammar (SPaG) and Mathematics. STAT is effective in informing teachers about their pupils and enabling them to plan with clear differentiation.
- Sheffield Teaching and Assessment Tool is also used for recording assessments for all pupils in EYFS in the seven areas of learning and development.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment and Reporting in the Foundation Stage

Children in the Foundation Stage are observed regularly against the 'Development Matters' objectives. Observations are ongoing and recorded in many varied ways. Often, learning is captured through photographs, recorded on labels and on documents filed for each child. They have a learning journal which also demonstrates their attainment and progress throughout the year. All the evidence for each child will help teachers make judgements on the Foundation Stage profile.

Focus Activities: during focus activities, teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children, where possible, are encouraged to comment on their learning and next steps are also discussed with the children in child friendly terms.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next steps for each child.
- Teachers use the STATonline tracking tool for each child (Y1-6) on an on-going basis to record progress and to identify next steps for learning in reading, writing, SPaG and mathematics.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- Tests are used at regular intervals as part of the assessment process to identify progress, attainment and gaps in learning. At present they include Rising Stars optional tests at the end of the Autumn and Spring terms and Headstart Primary Tests at the end of each half term.
- Children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Regular Pupil Progress Meetings are used to identify and analyse progress and set targets, in reading, writing, SPaG and mathematics for all classes and standards leaders monitor progress towards those targets in the interim.
- Assessments are passed on to the receiving teacher at the end of each academic year.

5. Moderation

Regular moderation of pupils' achievements takes place regularly to ensure consistency of judgements. Teachers meet in phase groups or in cross phase groups to analyse children's work against Interim assessment frameworks, STAT materials or Early Years Foundation Stage Profile. On some occasions, moderation between schools takes place to provide external moderation. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. Pupils in Year 1 are tested on Phonics using the National Phonics Screening test. Pupils in Y2 who did not pass the phonics test in Y1 are re-tested.

6. Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Marking Policy appendix 1

7. Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the school's assessment audit. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally in a school Assessment File.

8. Staff Responsible for Implementation

Helen Brown - Assessment Leader and Deputy Headteacher

Theresa O'Hara – Headteacher

APPENDIX 1

Pearl Hyde Community Primary School

Assessment for Learning (Marking) Policy

At Pearl Hyde we recognise and value the importance of Assessment for Learning to raise standards. We mark children's work to ensure it improves their learning, develops their self-confidence, raises self-esteem and provides opportunities for self and peer assessment. It informs teachers' planning and supports the judgements made at the end of each Key Stage.

Principles

- Marking of children's work can have different purposes at different times and can involve both written and verbal feedback.
- Marking will recognise achievement and let children know that we value their work and efforts.
- Teachers will look for strengths before identifying weaknesses.
- Marking comments will relate to the learning objective.
- The marking of children's work, either written or verbal, will be frequent and purposeful.
- Marking procedures and standards will be consistently applied across the school.
- Children should understand the marking criteria and understand the meaning of the marks/markings they receive.
- The marking of children's work will be used to inform teachers' judgements concerning children's progress, to monitor work rate and effort, to interpret a child's independent work, to highlight good practice and mistakes.
- Marking will identify next steps for learning.

Practice and Guidelines

- ✓ Marking will be simple, child friendly and developmental. In the Early Years particularly it will be mostly verbal. As the children progress through the school so the marking of their work will become more detailed, using written comments and feedback.
- ✓ When appropriate, levels of performance will be indicated along with suggested strategies for improvement and targets to be achieved.
- ✓ Children's work will be marked as soon as possible after completion and where appropriate it will be marked the child present.
- ✓ Learning objectives will be shared with the children. The work will be specifically marked against the objective.

- ✓ Teacher comments on work will highlight achievements, areas for development and be positive and relevant.
- ✓ Children should not use erasers to correct a piece of work except at the discretion of the member of staff. Children should put a single line through an error.
- ✓ In Key Stage 2 children should be encouraged to initial the comment to show that they have read it.
- ✓ Where children edit work after it has been marked they should do so in a green pen.
- ✓ If a teacher wishes to discuss work with a child this will be indicated on the piece of work. This will then be followed by the teacher and initialled to indicate the discussion has taken place.
- ✓ In written peer and self assessment, pupils will use the marking code to annotate work.

Marking Code

The marking code will be displayed in classrooms. See Appendix 1 for EYFS, Appendix 2 for KS1 and Appendix 3 for KS2.

- ✓ Comments by staff should be written as follows:
Pink – tickled pink for strengths and achievements
Green – growing with green to show next steps or targets.
- ✓ At the top of a piece of work indicate whether the child had support or not:
T = Teacher
ST = with a Supply Teacher
TA = with a Teaching Assistant
HLTA = Higher level teaching assistant
TR = with a Trainee Teacher

Monitoring

The Headteacher and SLT will collect in samples of books and children's work on a regular basis according to the monitoring programme to ensure the implementation of this policy.

Evaluation

Feedback will be given to all staff about how they are implementing this policy and the impact it is having on children's learning. The children's opinions and views will also be sought.

Desired Outcomes

By implementing this policy there will be:

- An improvement in standards and levels of attainment.
- Consistency in teachers' marking across the school
- Awareness by the pupils of what is expected of them.
- Greater clarity amongst children and parents concerning achievement and progress.

Review

This policy will be reviewed annually.

EYFS

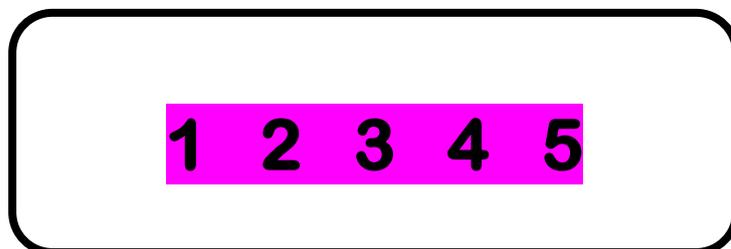
Marking code

This marking code is to help you improve your work

Pink highlighter and comments = **'Tickled pink'**

This shows you the really good parts of your work

e.g



Super work!

You have tried hard to write the numbers by yourself.

KS1

Marking code

Pink highlighter and comments =
'Tickled pink'

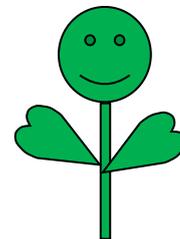
This shows you the really good parts of a piece of work.

Green highlighter and comments =
'Growing with green'

This shows what needs to be improved

e.g. **it** was a **crisp, cool** winter morning. **the branches** of the **trees** were **speckled** with **icy crystals**.

You have used some effective vocabulary to describe a winter scene



Can you find some words that will add more detail about the branches and trees?

KS2

Marking code

Pink highlighter and comments =
'Tickled pink'

This shows you the really good parts of a piece of work.

Green highlighter and comments =
'Growing with green'

This shows what needs to be improved

This shows what is expected to be known:

e.g. **it was a** **crisp, cool** winter morning. **the** **branches** of the **trees** were **speckled** with **icy** **crystals.**

You have used some effective vocabulary to describe a winter scene.



Can you find some words that will add more detail about the branches and trees?

Pupils to initial next to any comments they have read

**A line should be put through a mistake in written work
e.g ~~beces~~**

A diagonal line should be put through a mistake in numeracy

e.g
$$\begin{array}{r} 25 \\ + 37 \\ \hline \end{array}$$

At the start of any learning the LO should be shared and referred to at regular points in any lesson.

These letters show how a pupil has worked with;