



# **Assessment Policy**

## **for Hertsmere Jewish Primary School**

**Prepared by: Mrs A Waller**

**Reviewed on: October 2020**

**Date of Next Review: October 2021**

## **Why Assess?**

At HJPS, the main purpose of assessment is to help all children progress, regardless of need or ability. Continued monitoring gives a clear picture of how each child is doing. It is important that the teacher knows what the child remembers, what skills have been acquired and what concepts have been understood. Assessment enables teachers to reflect and consider their teaching strategies, and shapes their future planning. One of the outcomes of our assessments is that children raise their own expectations, celebrate their own achievements and increase their self-motivation.

Our assessments are also used for:

- discussing progress/concerns with parents, and involving them in the teaching process
- helping other teachers gain informed views and with planning
- providing outside agencies with hard evidence of attainment
- informing Subject Leaders about strengths and areas for development in their subjects and so inform future School Improvement Plans
- providing hard evidence of attainment to the Inclusion Team

**HJPS uses Assessment for Learning as a tool for continual improvement by:**

### **Sharing learning objectives with pupils**

- Share learning objectives and outcomes at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand.
- Use these objectives as the basis for questioning and feedback during a lesson e.g. ask pupils to explain what they are trying to learn and why
- Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.

### **Helping pupils to know and recognise the standards they are aiming for**

- Show pupils' work that has met criteria, with explanations of why.
- Give pupils clear success criteria related to the learning objectives.
- Model success by providing examples of previous work.
- Ensure that there are clear, shared expectations about the presentation of work.
- Provide displays of pupils' work, which show work in progress as well as finished product.
- Tease out through discussion what is good about work presented.
- Through the use of marking and feedback (see Marking and Feedback Policy).

### **Involving pupils in peer and self assessment**

- Give pupils clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus.
- Provide planned opportunities for pupils to work/discuss together, focusing upon how to improve.
- Provide training to pupils on peer assessment.

- Ask pupils to explain the steps in their thinking: ‘How did you get that answer?’
- Give time for pupils to reflect upon their learning (see Marking and Feedback Policy)

### **Providing feedback which leads to pupils recognising their next steps and how to take them**

- Value oral as well as written feedback.
- Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it.
- Provide time within every lesson for pupils to reflect on written and oral feedback and respond to it during a lesson

### **Promoting confidence that every pupil can improve**

- Identify small steps to enable pupils to see their progress, thus every pupil can improve building confidence and self-esteem.
- Encourage pupils to explain their thinking and reasoning within a secure classroom ethos
- Match learning objectives to individual needs by pitching questions at a level appropriate to individual needs

### **Involving both teacher and pupil in reviewing and reflecting on assessment information**

- Reflect with pupils on their work – for example, through a storyboard of steps taken during an investigation.
- Choose tasks to provide quality assessment information (emphasis on process, not just the correct answer)
- Use data and assessment criteria with pupils to identify where they are at and what they need to do to reach the next level
- Help pupils to set and assess their progress towards their targets
- Provide time for pupils to reflect upon what they have learned and to identify where they still have difficulties
- Assessment for learning is reinforced through the Marking and Feedback Policy.

At HJPS we use a combination of Summative and Formative Assessments to aid recording and reviewing of progress and as a means of target tracking.

### **How Do We Plan?**

Our long term and medium term planning follow the Programmes of Study from the 2014 New Curriculum.

For maths we have recently started to follow the Power Maths programme.

Short term plans are completed each week. These can be found on the school’s computer system. The planning can also be found in the classroom and are shared with TA’s. Class teachers plan for all subjects using a weekly planning proforma. This is adapted as the week goes by to meet the needs of the class.

Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child through daily formative assessment. Teachers ensure that all tasks set are appropriate to each child's level of ability. Lesson plans make clear the expected outcomes for each lesson. Evaluations are kept of those individual children who do not achieve at the expected level for the lesson and this information is used when planning for the next lesson.

The Subject Leaders analyse planning and feedback to staff for further developments.

INSET and Key Stage meetings regularly review topics and other areas of Curriculum provision and changes are made to accommodate new ideas e.g. themed weeks or projects.

### **Teaching Strategies and Learning Opportunities**

Work is differentiated to meet the needs of all abilities within the classroom.

At HJPS, we serve differing abilities and strengths through a variety of activities, materials, teaching styles and learning styles.

Within each class, activities are devised for different groupings of children (that is, individual, in pairs, groups, or whole class).

### **Differentiation**

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.

At HJPS we actively involve children in as wide a range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between children, not just 'ability', and build on what individual children know and can do.

### **Evidence**

Evidence is information that supports a judgement:

- To support the judgements of staff for formative, diagnostic and summative assessments
- To evaluate curriculum provision and learning experiences
- Information for other staff in school
- Information for other users such as parents, transfer documents, support staff, referrals

### **Keeping Evidence**

Evidence is kept in the form of:

- Development Matters Statements Proformas and EYFS Profile records
- Evidence of attainment and progress in Reading, Writing and Maths is recorded in Target Tracker (We hope to extend this to other subjects)

- Children's books and files (Reception to Year 6)
- Teacher's notes of observations
- Photo records (Foundation Stage)
- Learning Journals (Foundation Stage)
- Post-it type notes and longer observations (Foundation Stage)
- Class AFL grids
- Teacher's mark books
- Writing Portfolios
- End of Key Stage National Tests

### **Evidence of Self-Assessment**

Children at HJPS regularly evaluate their own work and achievements and, wherever appropriate, set their own targets.

### **Formative Assessment (Assessment for Learning)**

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

Assessment Reform Group 2002

At HJPS we believe that Assessment for Learning is a powerful way of raising standards, where both teachers and pupils are both clear about the purpose of the learning and the expected outcomes and a way of ensuring pupils know what to do next.

At HJPS, teachers assess all children in their class on a daily basis, so that they can plan the next stage in each child's learning. This helps teachers to monitor progress, motivates the children and helps shape planning and target setting.

Teachers tick and date the appropriate Herts for Learning Assessment grids when a child has met an objective. Teachers ensure that the dates correlate with planning and the work within children's books.

These types of assessments take place on a regular basis with:

- individual assessments
- group assessments
- class assessments

Through:

- observation
- discussion
- tasks
- hard evidence

When Assessment for learning is working pupils will:

- Be involved in and responsible for their own learning
- Expect to know what they are learning, why they are learning it and how they will be expected to do the learning
- Be able to explain what they are learning and talk about what a successful outcome will look like
- Spend most of the lesson actively thinking about their learning
- Use feedback from a peer or teacher to make improvements in their own work
- Use success criteria to identify successes and next steps in their own work and that of their peers
- Ask and answer questions about what they are learning
- Identify an aspect of their work that could become a personal or group target
- Think, learn and talk about how they learn and what helps them to learn
- Identify aspects of their work that they find easy or difficult

When Assessment for learning is working teachers will:

- Promote a classroom ethos that values pupils' views
- Involve the pupils at all stages in decisions about their learning
- Gather information about progress by using a variety of assessment techniques to suit the nature of learning e.g. observation discussion questioning diagnosis marking testing
- Find out what pupils already know before starting a new topic and make links between prior learning and new learning
- Frame clear objectives
- Share learning objectives and make clear criteria for success and what will make good quality work
- Enable pupils to know what they are learning and how it fits into the bigger picture
- Differentiate planning and teaching in response to pupils learning needs
- Recognise that mistakes are an important part of learning and an opportunity to take learning further, encourage risk taking
- Plan for and ask quality questions which will develop and extend learning
- Develop peer and self assessment; by modelling, allowing risks to be taken and developing skills
- Use effective marking and feedback by; relating feedback to success criteria, giving next steps, scrutinising pupils work, changing planning.
- Use the potential of all assessment opportunities, including tests to move the pupils learning on
- Use national test analysis to identify strengths and areas of weakness.

### **Setting targets**

Every school is required by law to set targets in Mathematics and English each year for those pupils who are in Year 6. Targets are set in Mathematics, English and Science for all children during each academic year. In addition, individual targets are discussed with children and will normally be communicated to parents. The progress of each child is reviewed throughout the academic year and revised targets are set.

Targets are also set for other areas of work in school. Individual English, Mathematics and Science targets are set termly. The children are encouraged to set targets that are linked to their individual working habits. These targets are available and recorded within children's books so that they are readily accessible to the children.

All children are invited to review their targets with their class teacher and parents to encourage them to work together and share evidence of progress.

Every child has different needs and targets to achieve. Teachers and practitioners should give children opportunities and support to achieve their targets. This could be by:

- Giving clear instructions about what to do next.
- Providing activities and resources that will help children achieve their targets.

### **Diagnostic Assessment**

Diagnostic assessments are also carried out by the teachers to help identify strengths and weaknesses of individual children.

This is done through:

- Individual programmes of work
- Checklists
- Specific activities/tasks

These can be linked with support agencies through the Inclusion Manager.

### **Summative Assessment (Assessment of Learning)**

Summative assessments help us decide what a child can do at a particular time.

This is done through:

- Foundation Stage Assessments
- assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept
- termly assessments in Reading, Writing and Mathematics for curricular records (Year 1 to Year 6)
- end of Key Stage results (Years 2 and 6)
- Phonic screening from Year 1.

### **For Evaluation**

Our assessments help teachers to reflect and evaluate on curriculum provision and learning experiences for individuals, groups, classes and year groups.

### **Ways of Assessing**

Teachers at HJPS assess in a variety of ways.

These include:

- observations
- photographs
- post-it note records
- speaking and listening
- problem solving activities
- analysis of written work
- children's presentations
- creating posters/ poems/ songs
- interaction (listening)
- questioning
- analysing errors
- collecting evidence from books-work sampling
- hard evidence - teacher/child work, test/task.
- thumbs up/ thumbs down
- traffic lights
- self assessment faces
- self assessment questions displayed in classroom
- mind maps
- quiz
- KWHL grids

**Foundation Stage:**

EYFS Profiles and Development Matters Statements

**Key Stage One:**

**Key Stage 1 National Curriculum Test** - these are for Year 2 children and are taken in May. They assess English and Mathematics.

**Phonics Test** – this is taken in the Summer term for Year 1 and assesses phonic knowledge.

**Key Stage Two:**

**Key Stage 2 National Curriculum Tests** - these are undertaken by Year 6 children in May. Teachers' assessments and tests ensure they assess English and Mathematics.

**Times Tables Test** – taken in Year 4 to assess knowledge of times tables

## **Recording**

### **Why record?**

Recording needs to be ongoing, manageable and useful, not just completed to be handed in.

The type of assessment made varies from subject to subject. It is unnecessary to keep a formal record of all these assessments as we only record information that affects future learning.

At HJPS the purpose of recording is to:

- Help teachers monitor children's progress - many of our records, for example reading, daily work, records of achievement, are shared with the children. The sharing of these records helps motivate the children.
- Document evidence
- Inform planning. This should include:
  - what the child is to do next – setting individual targets
  - future planning for the next teacher
  - other schools
  - parents
  - child
- Form a basis for reporting to:
  - Children
  - Parents
  - other schools
  - LEA/ Government
- Provide a summary for discussion, and informs verbal and written reports.

### **What should we record?**

At HJPS we record:

- Children's progress in all National Curriculum subjects – English, Maths and Science are recorded in Target Tracker.
- strengths and weaknesses – appropriate comments are made on curricular records
- qualities, skills, achievements and interests in comments on reports.
- Individual needs are identified through individual assessments – IAELDs (Individual Assessment of Early Learning Development) and Learning Profiles.

Records are kept of:

- help and support needed
- individual targets
- identification of SEN
- individual programmes of work e.g. for underachieving and under attaining pupils

### **What records are kept?**

	<b>When?</b>
Target tracking	Termly
Learning Profiles	Termly
End of unit assessments	Termly
Short term plans and evaluations	Weekly
Focused evaluations in the Foundation Stage	Weekly
Test results e.g. spelling, mental maths	Weekly
Reading, Writing, Mathematics and Science Summative Assessments	Termly
Herts for Learning Formative Assessment Grids	Weekly
Hebrew Reading Assessments	Twice a year
End of Key Stage National Curriculum Tests	Annually

### **Pupil Progress Records**

Records are kept of the progress of each child in the school in Mathematics, English (reading and writing) and Science. These include the results of termly assessments.

During each term, Pupil Progress meetings take place and targets for each child are reviewed. These are informed by children's starting points (EYFSP and KS1 Results) and most recent assessments.

These records are held centrally and regular Progress meetings with the Assessment and Inclusion teams are held to discuss intervention strategies to support children who appear to be underachieving or under attaining, or extension materials to support higher achievers.

### **Tracking Process**

All children are tracked throughout each academic year and across school life from entry to leaving. Teacher Assessments are recorded each term with a target level to achieve the following term. If a pupil has not met the predicted target these records alert staff immediately and intervention programmes and support where necessary can be given.

### **Feedback to pupils**

Feedback to pupils informs them of how well they have done and what they need to do next, in order to improve their work. We have an agreed code for marking, as this ensures that marking is consistent throughout the school (see HJPS Marking and Feedback Policy).

Children are given verbal feedback on their work where appropriate. This is done either during the lesson with the child, or at the beginning of the next lesson. When lesson time does not allow for verbal feedback, comments are written on the children's work during marking. When objectives are not met, the teacher shares the next steps necessary to improve further work (either written or verbal).

Time is given at the beginning of each lesson for the children to absorb any comments written on their work. Children are encouraged to read the comments and where

appropriate comment and reflect upon each others. This ensures that time spent marking has a positive impact on the children's work.

### **Homework**

Homework is assessed in terms of completion, quality, success and error and the aspects causing concern are addressed as a result of this marking.

### **Inclusion and assessment for learning**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

### **Consistency**

Regular moderation meetings are held within whole school and key stage meetings so that expectations and judgements are consistent throughout the school. Moderation meetings with other schools are also held regularly.

All subject leaders study examples of children's work within their subject area. Subject leaders use Herts for Learning exemplification materials to make judgements about the levels of the children's work. All teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

Moderation across year groups takes place termly and is led by the Assessment Team. Year 2 and Year 6 are highlighted throughout the year.

## **Reporting**

Reporting is the process of informing others, including parents, Headteacher, Governors, the child and the child's next teacher or school. Records of children's attainment and achievement are used when preparing the annual report for parents and for parent consultation. Recording of assessment can take many forms but it is essential to ensure that curriculum planning details actions needed to address the findings.

The Assessment Leader reports to the Governing Body once a year and assessment, recording and reporting arrangements are published in the SIP annually in the Autumn Term.

## **Written Reports**

The report format provides opportunities for comments by:

- Child
- Class teacher
- Parent

Our reports are summative and informative; they provide information on children's progress and achievements throughout the school year. The reports are written in the Summer term, near the end of the school year. They follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance record is noted as well as authorised and unauthorised absences. Opportunity is given for parents to discuss the report with the class teacher.

For pupils in Year 2 and Year 6 details are provided of the levels achieved in the national tests.

Copies of the report are sent to a receiving school, as are copies of the statutory transfer document. A copy is kept in the pupil's file in the filing cabinet.

## **Verbal**

Parents' Evenings are held in the Autumn and Spring Terms. Parents have the opportunity to discuss their child's progress with the class teacher. Parents are provided with a written report detailing evidence of discussions between parents and teachers. School records are used to inform these meetings. During the Summer Term parents are offered the opportunity to discuss the end of year report.

Personal contact with parents on a more regular basis can be arranged before and after school. This will vary according to concerns.

Parent workshops are provided covering various areas of curriculum and school life.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at HJPS in developing a partnership with parents. It means we are able to

give a full picture of their child and the curriculum provision and learning opportunities provided by school.

### **Between staff**

It is important that reporting takes place between teachers, both formally at staff meetings, key stage meetings, and informally.

### **Data Analysis**

Careful and rigorous analysis of all assessment data is an essential ingredient in raising standards.

### **Whole School Target setting data**

In our school we use a range of information to support the target setting process for the performance of the whole school. These tools give HJPS a clear view of the potential achievement of all pupils and how well we are doing in relation to other similar schools.

### **Performance Management**

The Performance Management process ensures that all children are discussed in detail and their progress is tracked carefully, this is an efficient method of alerting teachers to take action when pupil progress across the levels is not evident.

### **A Whole School Approach**

At HJPS all departments and subject areas, including Jewish Studies, subscribe to the tenets of this policy. Reference to assessment can be found in their individual subject policies.

### **Roles and Responsibilities**

#### **All teachers will be responsible for:**

- Assessing the work and progress of all children in the class throughout the curriculum through formal and informal methods.
- Recording attainment and verifying their assessment with evidence that can be tracked back to back up teacher assessment levels.
- Planning and assessing individual pupil targets.
- Monitoring each pupil's progress, particularly in the core subjects.
- Ensuring that pupils are tracked and if they are making less than expected progress to ensure intervention programmes are in place.
- Consulting colleagues for extra information, guidance, moderated judgements and assessment opportunities.
- Providing information for informal and formal discussion with parents on pupil progress.
- Informing children what they are going to learn as well as how to do the task i.e. makes the learning objective explicit.
- Giving clear indications of how improvements can be made and provide time for them to make these improvements.

- Helping children understand that errors are acceptable and are the starting points for learning and that learned work should not have repeated errors.
- Encouraging children to check work themselves and for each other.
- Maintaining children's' finished work as evidence for parents evening.
- Maintaining progress records and Herts for Learning Assessment grids
- Preparing official records for transfer to receiving schools at the request of the Headteacher.
- Administering and marking standardised tests where this is not externally done.
- Taking part in formal moderation sessions.

**Year 2 and Year 6 teachers will be responsible for:**

- Administering National Curriculum tests in English and Mathematics.
- Organising all special arrangements with support from the Senior Leadership Team
- Completing the appropriate record forms and the results to parents by the end of the summer term.
- Undertaking appropriate assessment training.
- Preparing official transfer summative record sheet.
- Liaising with the Inclusion Manager about any access arrangements.

**Year 1 teachers will be responsible for:**

- Administering the Phonics Test
- Organising all special arrangements with support from the Senior Leadership Team
- Completing the appropriate record forms and the results to parents by the end of the summer term.
- Undertaking appropriate assessment training.

**Year 4 teachers will be responsible for:**

- Administering times tables test
- Organising all special arrangements with support from the Senior Leadership Team
- Completing the appropriate record forms and the results to parents by the end of the summer term.
- Undertaking appropriate assessment training.
- Preparing official transfer summative record sheet.
- Liaising with the Inclusion Manager about any access arrangements.

**Subject Leaders**

- Prepare guidance and provide support for assessment within each subject area.
- Organise, review, order and evaluate resources (assessment).
- Take a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings.
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.

- Systematically monitor each subject as it is essential for the improvement of each subject area.
- Update the co-ordinator's file and subject portfolio.

**The Assessment Coordinator will be responsible for ensuring:**

- The annual review of assessment action plan in the School Improvement Plan.
- Setting priorities out for new action plan.
- Overseeing and monitoring all assessment processes and supporting staff.
- Consistency in assessment procedures across the school through moderation.
- All relevant standardised scripts are ordered and supplied to appropriate teachers
- Setting and sharing targets with all staff to ensure expected level of progress between EYFS and KS1 and between KS1 and KS2.
- Reviewing the schools assessment and policy arrangements.
- Report annually to Governing Body.
- Provide opportunities for staff to share assessment information with colleagues.
- Develop a reasonable timetable of assessment requirements and monitor its teacher's contributions and the results of the actions designed as a result.
- Evaluate the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement.

**In addition the Headteacher will need to ensure that:**

- 2014 National Curriculum is being implemented; this includes the statutory assessment arrangements
- There is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence
- Teachers have adequate opportunities to become familiar with National Assessment Standards
- Schools assessment standards conform to National Standards and there is a developing understanding of these within the school
- The National Curriculum tests are administered during the appropriate period of time to Year 2 and Year 6 children.

**The Governing Body needs to:**

- Monitor the assessment data, both summative and formative
- Challenge the school about that assessment data
- Report annually to parents

**Monitoring and Evaluation**

The Assessment Leader, Headteacher and link Governor will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents, sampling pupils' records and reports and sampling teachers' planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the School Improvement Plan.