

Heathfield Schools' Partnership

Assessment Principles and Policy

OVERVIEW

The assessment system that was introduced in 2015 continues to be refined and is unique to the schools.

PRINCIPLES

Assessment is an integral part of teaching and is fundamental to ensuring that every child makes progress in both their academic and social development. It should therefore be:

- Purposeful, appropriate and informative.
- Supportive of high expectations of attainment and progress for all learners based on their starting points.
- Embedded into day to day classroom practice.
- Based on criteria derived from the school and National curriculum.
- Clear, reliable and free from bias.
- Supported by robust and transparent moderation systems.

OBJECTIVES

- To ensure that every child makes progress in both their academic and social development.
- To ensure that there is a consistent approach to monitoring, assessment and record keeping.
- To provide information about progress that is shared with children, reported to parents and provides data to inform strategic decisions about provision.
- To ensure that children from all groups are given access to a broad and balanced curriculum that is appropriate to their needs and will enable them to reach their full potential.

EQUAL OPPORTUNITIES

Assessment is carried out in accordance with the school's commitment to ensuring that all children have full access to the curriculum regardless of race, culture, gender, disability or learning needs. We recognise the responsibility to provide appropriate planning that will ensure full inclusion for all.

TYPES OF ASSESSMENT

There are three broad overarching forms of assessment, each with its own purposes:

1. Day-to-day high quality assessment for learning (AfL) for example:

- *Recap introductions (KS1) and WHALAs- We have already learnt about (KS2). These are the beginning of each lesson and gives the teacher an opportunity to assess learning from a previous year, topic or lesson. As well as allowing the children maximum synthesis opportunities.*
- *AfL plenaries at the end of the lesson gives the teacher the opportunity to assess the knowledge or skills that they expect all the pupil to have acquired by the end of the lesson.*
- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Scanning work for pupil attainment and development*
- *Writing conferences*

2. In-school summative assessment, for example:

- *Short end of topic or unit tests*
- *End of term tests (this may include past SATS papers in Years 2, 5 & 6)*
- *Reviews for pupils with SEN and disabilities*

3. Nationally standardised summative assessment, for example:

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*
- *Phonics Screening Check in Year 1 (repeated in Year 2 for those who haven't passed)*
- *Multiplication Table Check in Year 4*
- *Reception Baseline Assessment – this is an initial assessment of children's starting points, rather than a summative assessment*

Different forms of assessment serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, governors, the Government and Ofsted (details are contained in the appendices to this policy).

IN-SCHOOL SUMMATIVE ASSESSMENT & RECORD KEEPING

Record keeping is kept to a minimum to ensure that staff are able to focus on the core business of teaching and learning.

- Year groups maintain grids for reading, writing and maths that clearly show progress for the year using a colour coded system.
- An embedded step assessment for writing that focuses on sentence structure, text structure, composition end effect, as well as spelling, punctuation and grammar (SPaG) ensure that accurate writing assessments are made across all year groups.
- In science one child in each class are benchmarked to inform on-going assessment of working scientifically and knowledge. A class summary sheet is produced at the end of the year and passed up to the next teacher.
- Pupils' levels are entered onto the on-line iTRACK system using in December, March and July.
- In KS2 in non-core subjects high quality AfL leads to re-teaching, a short group intervention or 1:1 work to ensure all children move together, at their own pace, through a well-planned, sequenced curriculum.

MONITORING AND EVALUATION

Each Year Group leader meets with the Head of School and the Curriculum and Assessment Lead once a term to review progress. YGLs are responsible for ensuring that the appropriate data is gathered in advance of the meeting in the agreed format. These meetings have clear agendas designed to focus discussion on:

- Class and year group progress as measured by the percentage of pupils who have made progress from their beginning of term entry point.
- Identifying groups of children and individuals whose progress is a cause for concern.
- Reviewing provision for these groups and providing additional resources where appropriate
- Evaluating progress of pre-identified groups (e.g. PPG)

PPA meetings are used to discuss planning across the curriculum in detail and highlight opportunities for AfL

Attainment and/or progress targets form Performance Management Target 1 and are standardised for all teachers within a given academic year.

RESOURCES

The Federation Curriculum and Assessment Lead has overall responsibility for planning, purchasing and maintaining resources for assessment. This means liaising with year team leaders and subject leaders as appropriate.

ROLES AND RESPONSIBILITIES

The Federation Curriculum and Assessment Lead is responsible to the Executive Headteacher and the Governing Body and will:

- Organise and attend progress meetings
- Meet with the SIP each term
- Report pupil progress to the Governing Body once a term.
- Plan and deliver INSET regarding assessment and record keeping.
- Liaise with the office staff regarding the ordering of statutory and non-statutory assessment materials.
- Keep up to date with current thinking and policy regarding assessment.

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