



## **Assessment Policy**

### **Why do we assess?**

Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against age related expected standards. Our assessments inform our immediate and long term planning.

Our assessment gives:

- Pupils - the learners - an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning
- Teachers the detailed knowledge of their pupils' achievements which they can use to inform future learning, their planning and their teaching
- Parents and carers regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children
- School leaders and governors information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school
- External agencies and partners (such as those schools organisations in which a pupil will receive the next stage of his/her education, or the Council, the DfE and Ofsted) the evidence that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

### **What are schools and settings statutorily required to assess?**

Teachers carry out day to day assessments and checks on pupils' understanding and progress as part of their day to day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our pupils' achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England.

These formal assessments currently include:

- An end of Early Years Foundation Stage assessment.
- The Phonics Screening Test at the end of Year 1
- End of Key Stage 1 assessment ( SATs) (Year 2)
- End of Key Stage 2 assessment (SATs) ( Year 6)



## Hillside Assessment Process

Schools are encouraged to create their own non-levels based assessment system. The assessment system we have at Hillside follows the DfE Assessment principles:

- Give reliable information to parents about how their child, and their child's school is performing
- Help drive improvement for pupils and teachers
- Make sure the school is keeping up with external best practice and innovation

## Early Years Foundation Stage Unit (EYFS)

Children in the EYFS are assessed against the Early Years Foundation Stage Profile (EYFSP). This consists of Ages and Stages criteria for nursery learners moving into Early Learning Goals for Reception aged learners.

Evidence is gathered from a variety of sources across the year to create profiles for all children in EYFS. We value all contributions from parents and carers to these documents.

Assessment in EYFS is gathered through observations of learners, samples of learning, photographs and conversations which demonstrate the child's understanding of a given concept.

At the end of Reception these are reported as **Emerging**, **Expected** or **Exceeding** the Early Learning Goals in each area. This helps to identify those who are achieving a good level of development (GLD) and those who need additional support as they move into Year 1.

In addition to this, staff identify the learning behaviours of children and plan lessons and activities to develop a wide range of learning skills in preparation for the next stage in their education: Key Stage 1.

## KS1 and KS2

Children at Hillside are assessed against the National Curriculum objectives using an electronic system which tracks formative assessments and allows teachers to input summative assessments. Regular judgements about each child's attainment and progress are then made. This system assesses national curriculum objectives for reading, writing and mathematics from year 1 to Year 6. In addition it allows EYFS to make judgements against the 17 areas of the EYFS curriculum. The language of **Emerging**, **Developing** and **Securing** enables teachers to assess children against the end of year expectations and the use of sub steps (use of a + symbol shows partial achievement of objectives) provide graduated steps to achieving the outcomes expected.

In addition, our assessment practice involves marking pupils' work daily and providing written and oral feedback that identifies successes and the next steps for improvement and checking that they have responded to this feedback (regular, planned Fix-it time). We continue to engage pupils in the whole assessment process by building self-assessment strategies into our teaching.



## **What are the key features of our assessment procedures?**

Our assessment procedures will continue to give attention to helping pupils to meet or exceed national expectations and achieve the highest standards they can, over each key stage of their learning. The National Curriculum sets out what our pupils need to learn but we decide how we assess our pupils' attainment and progress over the key stage.

Across all year groups gathering evidence of children's progress and development will continue with a wide range of assessment including both formative and summative assessment.

Formative assessment consists of day-to-day assessment- usually through observations, questioning, conversations, marking work etc. Weekly (KS1) and fortnightly (KS2) spelling reviews take place and children's knowledge of their times tables is reviewed regularly also. Formative assessment informs future planning and ensures pitch is correct and progress is made.

Summative assessments include reviews and assessments. At Hillside, Children take part in regular assessments to demonstrate their understanding of reading, writing and mathematics and provide teacher, parents and children with clear assessment information.

Moderation takes place regularly within school and also between other schools in the city. Further quality assurance of assessment judgements also takes place from other external sources to ensure consistency and validation of assessments.

## **Our assessment**

Teachers at Hillside teach from the National Curriculum and cover all requirements for the specific year groups. These requirements are called 'End of Year Expectations' These clearly set out the minimum requirements a learner must meet in order to ensure continued progress throughout the year in line with age related expectations.

A copy of the End of Year Expectations for Reading, Writing and Maths for the year group your child is sent out at the beginning of each year. They are also available on our website and copies are available from school upon request.

At Hillside we have developed our assessment system based upon three stages.

Learners are assessed against their end-of-year expectations to determine whether they are

**Emerging**

**Developing**

**Securing**



Early Years Curriculum						
Year 1	E1	E1+	D1	D1+	S1	S1+
Year 2	E2	E2+	D2	D2+	S2	S2+
Year 3	E3	E3+	D3	D3+	S3	S3+
Year 4	E4	E4+	D4	D4+	S4	S4+
Year 5	E5	E5+	D5	D5+	S5	S5+
Year 6	E6	E6+	D6	D6+	S6	S6+

The National Curriculum focuses very much on ensuring children have a breadth of understanding within the concepts and skills they learn. The application of skills and understanding across a wide range of curriculum areas is key. Rather than moving through the objectives, the focus is on moving ‘within’ developing a deeper understanding.

As they progress through the year, children will make progress towards more of the end of year expectations and move at varying pace through the scale. Our assessment process (see above) allows children to move through the assessment system at their own pace and children remain within their year group objectives to ensure that objectives are met and evidence shows that children are secure with them in a range of contexts. This ensures that children do not have gaps in their understanding and a secure foundation to continue building upon. (However, in exceptional circumstances children may access the next year’s objectives). In certain cases some children may have specific needs with certain areas of the end of year objectives e.g. spellings/ handwriting/ fractions etc. High quality first teaching in the first instance will be utilised to address areas of difficulty. In addition, further interventions and/ or support may also be put into place.

It is expected that the vast majority of children will meet the end of year expectations (securing), with some children achieving a good level of depth and mastery.

### **Target Setting**

Hillside Primary School is committed to giving all pupils every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the attainment of all children.

There are three target setting processes utilised at Hillside Primary School to ensure children know where they are, where they are going and what they must do to get there.



## Long Term Targets

The end of year expectations for the year group the child is currently working on is displayed at the front of English, maths and reading diaries. Parents and Carers receive the information at the beginning of each academic year to ensure they have a clear understanding of the objectives the children are expected to achieve. Teachers refer to objectives when teaching and marking and use them as a tool when setting targets.

## Short Term Targets

Children receive daily feedback from their class teacher in the form of both oral and written feedback. Each piece of work is graded in terms of effort and understanding from both the child and teacher. Where necessary a 'Fix It' or 'Fix It Challenge' is given. This short term target enables children to improve, consolidate or extend their learning on a daily basis.

The following details how the teacher grades pieces of work in terms of effort and understanding ( left-hand chart) and also how each child's self-assesses their work after reflecting on the lesson and their learning ( right-hand chart).

i.e

a child who has put in maximum effort and shows an excellent understanding of the learning objective is awarded a **A1** by the teacher

a child who reflects that they could have put a little more effort into their learning but has a good understanding may self-assess with **B1**

What my teacher thinks...	
Effort	
<b>A</b>	Excellent work Clear presentation You have met the challenge.
<b>B</b>	Satisfactory amount of work Acceptable presentation You have tried to meet the challenge.
<b>C</b>	Unsatisfactory amount of work Poor presentation You have not challenged yourself. Discuss with an adult.
Understanding	
<b>1</b>	Excellent understanding. You have achieved or exceeded the learning objective.
<b>2</b>	You have some understanding of the learning objective.
<b>3</b>	You did not understand the learning today and did not achieve the lessons objective.

What I think...	
Effort	
<b>A</b>	I tried really hard today I avoided distractions I challenged myself.
<b>B</b>	I could have tried harder I concentrated for most of the lesson I know I could have done more.
<b>C</b>	I really wasn't trying today I let things distract me from my learning I will need to try much harder next lesson.
Understanding	
<b>1</b>	I am confident enough to explain it to someone else. I have achieved or exceeded the learning objective.
<b>2</b>	I understood most of this and feel I have nearly met the learning objective.
<b>3</b>	I really struggled with today's learning and do not feel that I have met the learning objective.

The following flow chart diagram explains the assessment process:



**Hillside Primary School Assessment Process**

