


# Hunnyhill Primary School

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|------------------------------|---|
| <b>Date of Review</b>        | <b>November 2024</b>  |
| <b>Next Review Due</b>       | <b>November 2026</b>  |
| Staff Responsibility         | Headteacher   |
| Responsibility FGB/Committee | FGB   |
| Signed by Chair of Governors |  |

## Assessment Policy

### Why assess?

Children's progress is closely monitored at Hunnyhill. In order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We believe that effective assessment provides information to improve learning and teaching.

The aims and objectives of assessment:

- to enable our children to demonstrate what they know, understand and can do in their learning;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- To ascertain what pupils have achieved in relation to the areas of the national curriculum.
- To hold schools accountable for the attainment and progress made by their pupils.
- To inform parents and secondary schools about the performance of individual pupils.
- To enable benchmarking between schools, as well as monitoring performance locally and nationally

There are three broad overarching forms of assessment in primary schools, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis.
- In-school summative assessment – to understand pupil performance at the end of a period of teaching.
- Statutory summative assessment – to understand pupil performance in relation to national expectations and comparison

### Assessment at Hunnyhill

Staff at Hunnyhill have worked together to develop an assessment system that takes into account the criteria of the National Curriculum. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

We use Assessment for Learning strategies such as:

- RAGging vocab – Pre and post unit
- Cold tasks and hot tasks
- 4B4 – Four from Before
- Learning objective and Success criteria
- pre and post quizzes
- Self and peer evaluation
- Discussion and observation
- Diagnostic assessments
- Feedback marking

Maintained schools are under a duty to ensure that all eligible pupils undertake national curriculum and other statutory summative assessments, in line with any published assessment and reporting arrangements.

### **Foundation stage profile**

Children continue to be assessed across preschool and reception class where staff will add information to an assessment profile for each individual on Tapestry. Pupils who do not make GLD at the end of EYFS will continue to work on areas to develop in year 1.

### **Reception Baseline**

The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. The reception baseline is designed as a suitable assessment to be taken by pupils during their first half term in reception (the academic year in which they turn 5). All pupils should be assessed within the first 6 weeks of joining reception, regardless of when they join the class, unless they have been assessed previously.

### **Year One phonics check**

With some exceptions, **all** pupils who have reached the age of six by the end of the school year and who have completed the first year of the KS1 English programme of study **must** take the phonics screening check during that academic year – for the majority of pupils this will be in Year 1. Pupils who have reached the age of seven by the end of the academic year **must** also take the check if they did not meet the expected standard in the previous year's screening check – most pupils will be in Year 2.

### **Year 2 KS1 SATS**

KS1 assessments ceased to be statutory from 2022/2023 academic year. Hunnyhill will continue to use KS1 test materials to support teacher assessment judgements during the summer term.

### **Year 4 Multiplication tables check**

The MTC is a statutory KS2 assessment for all Year 4 pupils. The purpose of the check is to determine whether pupils can fluently recall their multiplication tables up to 12, through a set of timed questions. It is delivered as an online, on-screen digital assessment, consisting of 25 times-table questions, and is designed to take less than five minutes for each pupil to complete. It is automatically scored, with results being available to schools once the assessment window closes.

### **Year 6 KS2 SATS**

There are two strands to the national curriculum assessments at the end of KS2: KS2 tests:

- English grammar, punctuation, and spelling
- English reading
- Mathematics

## KS2 Teacher Assessment

- English
- Science

The KS2 tests form part of the statutory assessment arrangements for pupils at the end of KS2 and are based on the relevant sections of the national curriculum statutory programme of study (2014) for English and mathematics at KS2.

### **Access Arrangements**

KS2 tests are intended to assess pupils' abilities in a fair and comparable way and are designed so that most pupils with SEND can participate using the standard versions; however, a small number of pupils may need additional arrangements. The headteacher will discuss the pupil's circumstances and needs with their parents and teachers. Consult, if appropriate, the school SENCO, educational psychologist, medical professional, or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities.

### **Feedback and assessment**

We aim to provide verbal feedback to children so that they have specific advice about improvements to their work. Children are given time to review their work following feedback. Children are encouraged to respond and edit using their 'purple polishing pens' and or editing flaps. See separate Feedback Policy for more information.

During the year foundation subject assessments are recorded on subject assessment sheets.

The focus of each assessment will be curriculum led and from the Learning objectives of National Curriculum criteria. Teachers will use their professional judgements against pupil outcomes against the success criteria within learning journeys. Teachers will record against each learning task within a journey whether the pupil is on track, not on track or exceeding. (see Feedback policy)

Most assessment information will be collected through the pupil's work, observations, questioning, pupil conferencing, diagnostic assessments, information in books, pupil self-assessment and low-stakes assessment activities such as end of unit assessments, class quizzes, etc.

Teacher assessments and learning outcomes in Reading, Writing, Maths and science at the end of each term are recorded on sims at the end of the autumn, spring and summer term.

At the end of the summer term all subject outcomes are recorded within sims. (July)

### **Moderation**

Moderation within school and across other IOW schools will continue to quality assure judgements and ensure consistency made across the subjects and year groups.

### **Progress**

Progress is measured from pupils starting points using EYFS, year 1 phonics, KS1 results and KS2 results.

For targeted pupils, progress will be measured in smaller steps and Personalised Learning Plans.

Formative assessments are used to support progress judgements; the school however recognises that such assessments are a 'snap shot' of that day in the pupil's life.

### **Parent/Carer Reporting**

Parent/Carer consultations take place in the autumn, spring and summer terms for children in EYFS through to Year 6. Reports are sent home at the end of each term. We encourage children to attend the meetings. Reporting to parents/Carers provides the opportunity for communication about their child's achievements, abilities and current learning targets.

Parents of children in Y1, Y4 and Y6 will also receive results of statutory tests. An appointment to meet to discuss their child's progress can be requested by a parent/Carer at any time

### **Pupil Progress meetings**

Pupil progress meetings for all children in Years EYFS and 6 are held formally once a term. Less formal meetings are held half-termly to discuss identified pupils or groups of pupils. During these meetings teachers will discuss progress and attainment with members of the senior leadership team.

### **Governors**

School governors and SLT are responsible for ensuring the assessment policy is maintained, followed and reviewed.

**SLT** are responsible for monitoring the effectiveness of assessment practices. SLT will report to school governors half-termly.

### **Teachers**

There is an expectation that teachers should keep themselves up to date with any government changes, recommendations and research on assessment. The school will give staff opportunities to attend training when appropriate and the expectation is that this training is then shared during dedicated time during staff meetings. Senior Leaders will attend training and conferences. They will pass on information to teachers and provide training where necessary.

Opportunities to work with other schools will be encouraged to ensure school is using 'best practice' to develop and improve on a regular basis.

### **School Ethos**

We recognise that it is important to know how our individual pupils learn, and for pupils to understand how they learn best (metacognition). We respect professional teacher judgement and put a strong emphasis on using what pupils demonstrate on a daily basis through recorded work and observations as a measure of their ability. Where formal assessments are used, they inform teacher judgements, but are not solely used to make pupils judgements on attainment and progress.

Talking with pupils is the most powerful tool to engage with pupils and their learning. This provides an insight to previous learning, misconceptions and next steps. We aim for pupils to lead in their learning, ask questions and challenge themselves. Pupils should be secure with the school feedback policy and be able to recognise what they have achieved and their next steps in their work.

### Assessment Timetable

|               | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|---------------|---|--|--|--|--|--|
| <b>EYFS</b>   | Baseline assessment<br><br>Phonological awareness<br><br>Phonics<br><br>Tapestry<br><br>Writing assessment sheets | Phonological awareness<br><br>Phonics<br><br>Tapestry<br><br>Writing assessment sheets   | Phonological awareness<br><br>Phonics<br><br>Tapestry<br><br>Writing assessment sheets               | Phonological awareness<br><br>Phonics<br><br>Tapestry<br><br>Writing assessment sheets   | Phonological awareness<br><br>Phonics<br><br>Tapestry<br><br>Writing assessment sheets               | Phonological awareness<br><br>Phonics<br><br>Tapestry<br><br>Writing assessment sheets   |
| <b>Year1</b>  | Phonological awareness<br><br>Phonics<br><br>Phonic screening mocks<br><br>Writing assessment sheets              | Phonological awareness<br><br>Phonics<br><br>Phonic screening mocks<br><br>Writing assessment sheets<br><br>Common exception word assessment | Phonological awareness<br><br>Phonics<br><br>Phonic screening mocks<br><br>Writing assessment sheets | Phonological awareness<br><br>Phonics<br><br>Phonic screening mocks<br><br>Writing assessment sheets<br><br>Common exception word assessment | Phonological awareness<br><br>Phonics<br><br>Phonic screening mocks<br><br>Writing assessment sheets | Phonological awareness<br><br>Phonics<br><br>Phonic screening<br><br>Writing assessment sheets<br><br>Common exception word assessment |
| <b>Year 2</b> | Phonics<br><br>Writing assessment sheets  | Phonics<br><br>Writing assessment sheets<br><br>Testbase Reading<br><br>Testbase Maths<br><br>Testbase Spelling                              | Phonics<br><br>Writing assessment sheets   | Phonics<br><br>Writing assessment sheets<br><br>Testbase Reading<br><br>Testbase Maths<br><br>Testbase Spelling                              | Phonics<br><br>Writing assessment sheets   | Phonics<br><br>Writing assessment sheets<br><br>Testbase Reading<br><br>Testbase Maths<br><br>Testbase Spelling                        |

|               |              |  |              |  |                  |  |
|---------------|--------------|--|--------------|--|------------------|--|
|               |              | Common exception word assessment   |              | Common exception word assessment   | Optional Y2 Sats | Common exception word assessment   |
| <b>Year 3</b> | Number sense | Number sense<br>Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale | Number sense | Number sense<br>Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale | Number sense     | Number sense<br>Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale |
| <b>Year 4</b> | Number sense | Number sense<br>Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale | Number sense | Number sense<br>Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale | Number sense     | Number sense<br>Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale |

|               |   |  |   |  |                                      |  |
|---------------|---|--|---|--|--------------------------------------|--|
|               |   | Common exception word assessment   |   | Common exception word assessment   |                                      | Common exception word assessment<br>Year 4 Multiplication Test   |
| <b>Year 5</b> |   | Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale<br>Common exception word assessment |   | Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale<br>Common exception word assessment |                                      | Writing assessment sheets<br>Testbase Reading<br>Testbase Maths<br>Testbase Spelling & SPAG<br>Common exception word assessment<br>Miscue analysis reading fluency scale<br>Common exception word assessment |
| <b>Year 6</b> | Mock Y6 Sats<br>Writing assessment sheets | Writing assessment sheets<br>Common exception word assessment  | Mock Y6 Sats<br>Writing assessment sheets | Mock Y6 Sats<br>Writing assessment sheets<br>Common exception word assessment  | Y6 Sats<br>Writing assessment sheets | Writing assessment sheets<br>Common exception word assessment  |

