HALSFORD PARK SCHOOL

ASSESSMENT

POLICY

Review Date: October 2026
Agreed by Governors: October 2025

HALSFORD PARK PRIMARY SCHOOL – ASSESSMENT POLICY

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to: -

- make clear our vision of the role of assessment as part of teaching and learning at Halsford Park
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are attaining, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- enable parents to be involved in their child's progress

Roles & Responsibilities

Teachers are responsible for:
- Individual pupil assessment which will be recorded on the Arbor Formative Tracking Markbooks at least weekly for Years 1-6 (***Appendix 1***)
- Carrying out formative (***Appendix 2***) and summative (***Appendix 3***) assessments with individual pupils, small groups and whole classes.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups, such as vulnerable, underserved (including those that are identified as Pupil Premium, on the school Inclusion register for SEND and EAL pupils) and underachieving pupils.
- Sharing these outcomes with pupils where appropriate, as part of an ongoing dialogue with pupils about their learning progress. Opportunities for this are planned for Family Learning Conferences.
- Sharing summative assessments with parents/carers at Family Learning Conferences and in each pupil's Termly Report Card in the Autumn and Spring Term and End of Year Report in the Summer.

Subject Champions are responsible for:
- Ensuring all staff are familiar with the Assessment Policy, practice and guidance for their particular subject
- Ensuring that teachers are carrying out assessments of individual pupils, recording and sharing them with parents and the Assessment Leader, where appropriate
- Monitoring standards in their subjects according to assessment criteria set out in the National Curriculum.
- Analysing Data and using this to inform their action plans.

The AfL Lead and Extended Leadership Team is responsible for:
- Supporting the quality of the discussion around teaching, learning, and assessment
- Ensuring that pupil achievement is the focus of the Achievement Team Meeting (ATM)
- Ensuring that appropriate data is used to focus discussion and planning
- The SENCO will act as the key link with the Leadership Team and the Student and Family Support (SAFS) team.
- Analysing pupil progress and attainment, including specific pupil groups
- Delegating specific actions to the Senior Leadership Team (SLT), members of the Extended Leadership Team and/or Subject Champions and the Student and Family Support Team (SAFs)
- Oversee agendas for subsequent Achievement Team meetings

The Headteacher/Assessment Leader is responsible for ensuring that:
- Each class teacher uses pupil tracking to analyse the performance of individuals and identified groups (Arbor tracking system)
- Summative assessment tasks are carried out and that the resultant data is collated centrally and recorded on Arbor
- All staff are familiar with current Assessment policy and practice
- Pupil progress and attainment are analysed, including individual pupils and specific pupil groups
- Standards are monitored in core and foundation subjects
- Pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment are identified
- The AFL Lead are reading the Achievement Teams' agenda and minutes
- Key actions to address underachievement of individuals and groups are prioritised
- They report to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

The Headteacher and Head of Trust Inclusion are jointly responsible for:

● Holding teachers to account for the progress of individual pupils at termly pupil progress meetings.

Monitoring, Moderation and Evaluation

Senior Leaders and the Assessment For Learning Lead will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

In Early Years, the expectation for an individual pupil is that the pupil will attain the Early Learning Goals. In Years 1 - 6, the expectation for an individual pupil is that the pupil will achieve a **secure** depth of understanding against the end of year expectations.

● Reflect in every PPA session, e.g. 5 minutes to reflect on how pupils have performed against the **Achievement Statements**. This process is of paramount importance as this is an ongoing moderation process.

      o **Foundation** statements:
           ▪ Below – accurate
           ▪ Secure – accurate and quick
           ▪ Greater depth – applied in other contexts
      o **Conceptual** statements:
           ▪ Beginning – can be completed with support from someone else
           ▪ Secure – can be completed independently
           ▪ Greater depth – can support someone else in understanding the concept

Depth	Summary	Foundational Learning Guidance	Conceptual Learning Guidance
Not Yet Achieved	The learner was engaged in the learning, but did not demonstrate any understanding of the intended outcome.		
Beginning Depth	The learner was engaged with the learning and showed a basic depth of understanding	*I am Accurate* The learner completes the task accurately, but not with an expected level of speed.	*With Support* The learner could demonstrate understanding with scaffolded support from a teacher or peer.
Secure Depth	The learner was engaged and showed the expected depth of understanding	*I am quick* The learner completes tasks with both accuracy and appropriate speed.	*By myself* The learner demonstrates their understanding successfully and independently.
Greater Depth	The learner was engaged and showed a deep understanding	*I can apply it* The learner recognises that a task requires a piece of foundational knowledge to complete it and uses that foundational knowledge accurately and quickly.	*Supporting someone else* The learner understands the concept deeply enough to accurately explain the process of learning to another person and accurately support them to achieve at least a beginning depth of understanding

Reflections:

The reflection is to aid moderation of teacher judgements.

What **evidence** does the teacher have for the judgement given to the learner?

o E.g. If secure, can the learner demonstrate the skill with speed and accuracy? Do they have **automaticity**? Are they **errorless**?

● The table below details the benchmark percentage of Achievement Statements to be achieved at key summative points in the school year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Achievement Statements	15%	30%	45%	60%	75%	90%
% of asterisked statements to be secure **within this amount.**	20%	40%	60%	80%	90%	100%

● **EYFS** teachers will complete the Statutory Early Years Baseline assessment with each pupil within the first 6 weeks of them joining the school. Teachers will also complete an internal baseline for each area of learning and record on Arbor. Teachers will plan and assess using Non-statutory curriculum guidance for the Early Years Foundation Stage, Development Matters, and ongoing assessments will be recorded of the pupils in their learning journal. Teachers attend meetings with schools across the wider Trust to moderate judgements in line with guidance from the Local Authority (LA) (**see Appendix 4 for LA Statutory Assessment Arrangements**)

In line with the Assessment and Reporting Arrangements, Early Years staff will complete the Early Years Foundation Stage profile for each child in the summer term and share this information with Year 1 colleagues to support transition, and report to parents. Teachers will have the opportunity moderate their judgements across the Academy Trust.

● **Year 1** - Will complete the Phonics Screening check in the summer term. Results will be submitted to the LA and reported to parents with the End of Year Report.
● **Year 4** – Will complete the Multiplication Tables Check in the summer term. Results will be submitted to the LA and reported to parents with the End of Year Report.
● **Year 6** Writing assessments are moderated approximately every four years by the LA.
● **Early Years – Year 6** - Each term writing is moderated across the Everychild Partnership Trust
● New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Appendix 1

<u>Guide to good practice: Arbor</u>

<u>Recording on Arbor - Years 1 - 6</u>

- At the **beginning of PPA session,** have a **5 minute reflection** to gauge how learners have performed against the Achievement Statements over the last week/two weeks e.g.
  - o What judgement have you given learner A, learner B?

    Below = **accurate**,   **Secure** = **accurate** and **quick**,   **Greater Depth** = **applied in other contexts**

    (You do not need to reflect on every learner every week. The reflection is to aid moderation of your judgements.)

  - o What **evidence** do you have for the judgement you have given the learner?
    - o E.g. If secure, can the learner demonstrate the skill with speed and accuracy? Do they have **automaticity**? Are they **errorless**?
- **Record assessments** of your learners on the Arbor Formative Tracking Markbooks
- Your Arbor Formative Markbooks should drive your decisions in what you **plan next** for your learners.

<u>Pupil analysis</u>

- Look at the **Curriculum Mastery** in the Analysis section of Formative Tracking and use the percentages as a guide to ascertain whether your learners are performing **below ARE (Age Related Expectations)/at ARE/or ARE with greater depth.** Calculations include a judgement of the Depth of Understanding achieved within a term. To be at ARE a learner's achievement needs to have the following percentage of statements judged as secure:
  - o 30% in Autumn
  - o 60% Spring
  - o 90% in Summer

For example, for a learner to be working at ARE by the Summer **half term**, their data would need to be close to 75% secure in order to be on track for the target of 90% secure by the end of the year.

<u>What is in it for you?</u>

- It identifies the coverage of the curriculum and therefore it focuses your teaching on your learners' needs e.g. it will show gaps in their learning
- Meaningful data for next year. This is why the reflections in your PPA sessions are of paramount importance as this is an ongoing moderation process.

Formative Assessment/Assessment For Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure progression in delivery of the National Curriculum through adaptive teaching.	Ensures clear learning objectives and appropriate delivery of the National Curriculum through adaptive teaching; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Assessment For Learning: Using clear modelling, targeted questioning and use of whiteboards to check for understanding as appropriate.	Teachers assess the learning throughout a lesson, using additional scaffolds where necessary and provide accurate feedback to enable all learners to make progress within a lesson and achieve the intended learning outcomes.
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task and why they are learning this now.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Success criteria: Ensure the pupils have a success criteria to use in each session.	Ensure pupils co-construct where appropriate the success criteria so they have ownership of it. These success steps will enable them to be a more independent learner and therefore be successful in their learning.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective/success criteria (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and areas of improvement and provides clear strategies for improvement.
Pupil targets (Next steps): Ensure pupils refer back to previous Family Learning Agreement targets.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teachers informed of individual needs; provides a full record of progress.
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	

In 1998, Paul Black and Dylan Wiliam (University of London) were commissioned to find out whether or not '**formative' assessment** could be shown to raise levels of attainment.   The key findings of their research were:

'Improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils;
- the need for pupils to be able to assess themselves and understand how to improve.'

In practice this translates to:

- sharing learning objectives
- defining success criteria
- Using assessment for learning strategies
- targeted questioning
- self- and peer evaluation
- effective feedback
- raising children's self-esteem.

Summative Assessment
What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage 2. At the end of EYs pupils are assessed against the Early Learning Goals. From 2023/24, Key Stage 1 tests will be optional – as a Trust we will use these to inform our summative judgements. Key stage 2 tests remain statutory.	To provide a summative end of key stage attainment result. It is a national picture against which to compare pupil's performance. To support transition conversations.
Early Years Statutory Baseline Assessments: To be completed with each individual pupil within the first 6 weeks of them starting school. The reception baseline is an age-appropriate assessment This is an online assessment completed 1:1.	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. *School do not have access to children's scores as these are sent directly to the DFE.
Phonics Screening Check: Pupils are statutorily assessed in Year 1 on their phonics knowledge. This is a one-to-one activity in which the pupils read a variety of real and pseudonym words. Pupils who do not pass the Phonics Screening Check in Year 1 are required to repeat the assessment in Year 2.	To provide the school with an attainment score for pupils in phonics. This enables teachers to provide specific interventions for pupils moving into Year 2 and Year 3 to ensure phonetic knowledge is secure.
Multiplication Tables Check (MTC): Pupils are statutorily assessed in Year 4 on their multiplication tables knowledge. This is an online assessment in which pupils are assessed for accuracy and speed in the recall of multiplication facts.	To provide the school with an attainment score for pupils in multiplication tables. This enables teachers to provide specific interventions for pupils moving into Year 5 to ensure these key facts are secure.
National Non-Statutory Tests: (QCA) or other Commercially Produced Tests (e.g. NFER): Externally produced tests, purchased by schools, to be voluntarily administered. Year 3-5 will complete NTS assessments in Reading and Maths in the Autumn, Spring and Summer Term.	To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage.
Teacher assessments made at the beginning of Early Years (within first 6 weeks) for the 7 areas of learning, using the assessment strands in Development Matters, Non-statutory curriculum guidance for the early years foundation stage. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf)	To establish pupils' starting point as they begin school, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
Early Years Termly Assessments Teachers will complete a summative judgement which is entered onto Arbor. Internal Baseline - Autumn Term 1	To identify areas of strength and development for individual pupils and cohorts of pupils. Schools use these to track attainment and monitor progress during the year.

Autumn Term 2 Spring Term 2 Summer Term 2 Teachers use Development Matters to assess pupils using a best fit model to assess whether a pupil is on track to meet end of year expectations.	
Termly Teacher Assessments Year 1-6: Teachers use the percentage benchmarks to assess whether a pupil is on track to meet end of year expectations (see above table in section: Monitoring, Moderation & Evaluation)	Schools use these to track attainment and monitor progress during the year and to produce Termly Report Cards.
End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Y1, 2, 3, 4, 5 and 6. The Arbor tracking system will provide the information.	To provide information to parents and carers and to the next year's teaching team.
Class Assessments: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	To improve pupils' skills and establish what they have remembered or learnt so far
End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide if a pupil is working below/at expected/at expected with greater depth in national expectations.	To provide information to parents and carers and next phases of education.

<u>Statutory Moderation Assessment Arrangements from LA</u>

Year	Event	Frequency
EYFSP	Early Years Baseline assessment	N/A
	Early Years Foundation Stage profile	N/A Schools are advised to moderate internally and within and across their locality.
Year 1	Phonics Screening Check monitoring	10-15% of schools every year receive an administration visit
Year 6	KS 2 assessment and moderation training for Year 6 teachers	Offered annually for Year Teacher's when selected for Writing Moderation
	KS 2 moderation briefing and visit	Approximately every four years – as above.
	KS 2 NC tests monitoring visit	10-15% of schools every year receive an administration visit

The timescales show the minimum for each cycle.

Moderation and monitoring visits may be more frequent due to changes in individual school circumstances.