**Archbishop Hutton’s V.C.**

**Primary School**

**Assessment Policy**



***A tree is known by its fruit***

**Archbishop Hutton’s V.C. Primary School**

**ASSESSMENT POLICY**

Date approved: March 2025

Next Review: February 2025

Signed: M. Jackson M. Jackson (Chair of Governors, Mrs. M. Jackson) Date: March 2025

Signed: S. Pugh S. Pugh (Headteacher, Miss. S. Pugh) Date: March 2025

The responsibility for ensuring that this policy is implemented, that practice is maintained and regularly reviewed and updated, lies with the Headteacher or a person designated to this role by the Headteacher.

**Policy Aims:**

* To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
* To build up a body of evidence about a child's typical standard of attainment and progress over time.
* To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy.

**WHAT WE DO AT ARCHBISHOP HUTTON’S**

At Archbishop Hutton’s, our pupils to have big ambitions and high expectations of themselves. We are an outward looking school, with a strong sense of our place in the local community and to that end we have created a curriculum that truly meets the needs of our children.

Our exciting curriculum is driven by our children and enables each child to develop academically, emotionally, creatively, socially and physically.

Our curriculum enables the children to share ideas, express their opinions and apply what they have learned in a wide range of meaningful contexts. It offers opportunities for all children to investigate, question, debate and challenge. We expect our pupils to be active learners, questioning, investigating, challenging themselves and sharing responsibility for driving their own learning. These qualities needed for successful learning are underpinned by our focus on independence, inquisitiveness and resilience.

**HOW WE DO IT**

At the heart of our curriculum are the core subjects of English, Mathematics & Science. What we teach and learn in these areas is then developed further in our wider curriculum work.

This wider curriculum is organised into units of learning or themes. Meaningful links are made with other subjects, securing prior learning and develop learning further. It is planned and taught through carefully sequenced lessons where the critical content of each subject is covered so every child can gain a deep understanding. There is a focus on key vocabulary, which will be covered in the theme and which will enrich the children’s understanding as a whole.

The learning is planned, reviewed and adapted yearly to ensure that children’s knowledge base builds effectively over time to ultimately ensure they are ready to meet the expectations of secondary school.

This knowledge has three main aspects:

* **Substantive Knowledge** – Key Facts and Figures
* **Procedural Knowledge** – the development to skills and techniques
* **Disciplinary Knowledge** – the ability to apply the substantial and procedural knowledge to

develop their own learning, enquiries and bodies of work

Where possible, learning will be supported and enriched by field study, visits, visitors, workshops, artefact boxes, role-play and practical resources.

These enhancements form a key part of every child’s learning journey through our school and we believe they are essential elements in developing engaged, curious learners.

**Principles of effective assessment in our school:**

* Compliance with statutory requirements
* Outcomes are benchmarked to national expectations and that of similar schools.
* Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
* Understood by all involved
* Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
* Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
* Builds on secure teacher knowledge of the pupils
* Provides information to ensure continuity when the pupils change school or year group
* Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
* Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
* Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
* Is integral to lesson planning and results in pupil progress / attainment
* Provides information which can be used by parents or carers to understand their child’s strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
* Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
* Is accessible to teachers / pupils / governors and parents in an appropriate format or formats
* Practice is regularly reviewed and developed in line with changing DfE policy and against knowledge of practice in other schools.

**TYPES OF ASSESSMENT**

**Formative**

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against the National Curriculum expectations.

Assessment techniques are based on Assessment for Learning (AFL) and include:

* *Clear communication of learning objectives and success criteria*
* *Marking in accordance with the school Marking and Feedback Policy*
* *Teacher assessment of pupils’ performance on task*
* *Teacher observation of pupils*
* *Teacher / pupil discussion and questioning (including higher order questions)*
* *Writing non-negotiables check lists*
* *Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment*
* *Peer evaluation –* this is used extensively in Art, DT, Music and PE sessions *(see the Feedback & Marking Policy for details about how pupils are involved in assessment.)*
* *Teacher assessment of pupils' written work*
* *Pupils' performance in formal assessments*

**Diagnostic**

* Identifies particular strengths and weaknesses.
* Provides information to structure intervention / additional support.
* Informs IPPs / EHC Plan
* Informs teachers' planning.

**Summative**

Formal summative assessments occur termly**.** They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Summative assessments will be made using the National Curriculum, Rising Stars Puma maths assessments, White Rose Unit Maths tests, Rising Stars Reading comprehension and GPS style tests, Past Sat Papers (Y2 and Y6) and ongoing teacher assessment in writing.

Writing is moderated across the school to get a year group, class and whole school picture of writing standards and to indicate areas for improvement.

Assessments for reading, writing and maths are recorded **school data trackers** at the end of each term.

**Evaluative**

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

* Interventions
* The work of individuals
* Curriculum coverage
* Resources
* Targeted funding
* Pupil progress and achievement

**We understand that a child’s area of need may change throughout their school journey.**

Some children’s levels of need (especially those with a diagnosed condition) will mean that they have special educational needs for their entire school career.

Others may have fluctuating or isolated needs. For example, putting in place an intervention to improve gross motor skills in the early years could lead to issues being successfully addressed, bringing skills back in line with age expectations.

**We know that many of the ways we support our children with SEN are simply an extension of our good practice in the classroom. However, often more specific strategies may be particularly useful in supporting particular needs.**

Therefore, in order to assess children fairly and appropriately, when we plan lessons we:

* Ensure tasks are [effectively differentiated and ambitious in their outcomes](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion) for all students. Organise work for learners with SEN in smaller chunks with plenty of opportunities for revisiting and over learning, where appropriate. This might involve smaller follow-up tasks.
* Use technology where appropriate to scaffold the learner. This may include equipment, apps, or specialist software which can effectively support SEN.
* Deploy other adults in the classroom to effectively facilitate learning.
* Incorporate flexible grouping – do not always group children with similar SEN together; allow them to learn from their peers.
* Plan in the use of talk partners – this gives children with SEN access to peer support and the ability to rehearse their responses.

**Using the outcomes of assessment**

At all times assessment will only be used in ways which are relevant to providing information which leads directly to improved pupil provision, or in meeting reporting responsibilities to appropriate persons (parents, LA, DfE, govs).

* Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
* Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
* SLT and assessment leader to carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
* They are used to structure appraisal targets.
* Assessment in the EYFS will be reviewed termly, in line with other year groups. Please see EYFS policy for how these assessments are made.
* They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

**Judgements**

It is important that judgements are consistent across the school. To ensure the following process is in place:

* During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
* At the end of term **STEP BACK**; look at the assessments, review knowledge of pupil and make a ‘best fit’ judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year? As part of this process we moderate our work across the school.
* At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements are:

**Entering**:Starting to demonstrate some of the features of this year group’s expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

**Developing:** Demonstrating more of the features of this year group’s expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

**Secure:** Demonstrating most of the features of this year group’s expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

**Monitoring** ensures that the assessment process takes place consistently across the school. It involves:

* Pupil progress interviews (termly)
* The pupil tracker – updated termly
* Monitoring pupils’ work by subject leaders
* Interviews with pupils by subject and assessment leaders
* Walk-throughs to a focus
* Lesson observation

**Evaluation** ensures that the outcomes of assessment are used to build on school improvement.

**Moderation** confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

* Termly reviews of achievement and progress
* In staff meetings
* In Cluster Moderations with other schools
* In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

**Recording**

We record:

* To monitor progress
* To recognise progress and achievement
* To inform future planning
* To document evidence
* As a basis for reporting information to parents
* To enable us to pass written information to colleagues, governors and other appropriate agencies.

**Informal Day to Day Records:**

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

**Formal records include:**

* Individual pupil records.
* Information held on trackers
* Pupil progress meeting records
* SEN information
* The EYFS profile

**Reporting**

The school reports on pupil performance to a number of parties:

**Parents:** When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

* A written report, completed by the class teacher and endorsed by the Headteacher is sent to parents **annually (July)**. An opportunity for parental discussion will be arranged. Reports will include information regarding end of year attainment against Age Related Expectations.
* Verbal reports are be given to parents **twice a year during Autumn and Spring terms**.
* Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
* The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.
* Opportunities for parental discussion will be provided.

**Reporting to governors:** Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

* HT's Termly report to governors
* Anonymised data for cohorts, groups (e.g. interventions) and categories (e.g. PP) children
* Specific data requested by governors
* Analysis of assessments done by HT and Assessment lead
* Access to LSIP pages

**Reporting to the LA/DFE**: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

* EYFS outcomes
* Y1 Phonic outcomes
* End of KS2 outcomes

**Transition:** it is important that accurate assessment information is transferred with children when they change teachers and/or school. At **Archbishop Hutton’s Primary** School this involves:

* Teachers meeting to pass on any records and discuss individual pupils in all year groups
* EYFS teacher meeting with preschool and receiving records from other EYFS settings children have attended
* Year 6 teacher meeting with Secondary teachers of receiving schools
* Records requested for pupils who enter school from another setting
* Discussions in staff meetings about class structure and cohort splits

**Ensuring Accuracy**

Assessment will only be conducted by skilled staff. To ensure this:

* CPD needs will be regularly reviewed and appropriate training provided.
* Staff new to school will be mentored by an experienced staff member to ensure to ensure they are trained in and able to deliver staff policy.
* Regular moderation events will be structured to ensure assessment remains consistent across the school.
* The assessment lead will, through cluster groups and other networking opportunities, regularly review current school practice in light of knowledge about practice in similar schools.
* The assessment lead will keep abreast of national and statutory changes and use this knowledge to ensure the school's policy reflects this.

**HOW DO WE ASSESS IN EACH CURRICULUM AREA?**

**English – Reading and Writing:**

* Baselines carried out at start of Reception Year
* Phonics and early reading is tracked from the start and continues throughout EYFS and KS1
* Regular (weekly or more) 1:1 assessment made by the EYFS teacher – this then informs continuous provision but also immediate extra intervention
* All teachers use formative assessments to make daily judgements during lessons + when marking. These include 1:1 and group reading tasks
* Teachers regularly use this to adapt groupings and lesson delivery
* Pupils complete formal and informal assessments – Regular GPS activities, Reading quizzes, Spelling tests (based on NC year group spelling lists)
* Children regularly write independent pieces of work, which is used to assess their attainment and progress. This work is vital for moderation and accuracy of TA.
* Termly assessments using end of unit Rising Stars PUMA tests. These test what children will have covered in that year group, but like SATS also cover knowledge up to that age group. Year 6 children are assessed termly using previous SAT tests and regularly during the Spring Term.
* Regular (half termly) moderation sessions held. These include:
* Termly moderation – teacher brings books to sit with HT and Sub Leader.
* Teacher meetings. Target children are chosen and class books looked at. An area such as narrative writing may be chosen and staff look to see progression of skills and knowledge in line with NC.

**Maths:**

* Baselines carried out at start of Reception Year
* Regular (weekly or more) 1:1 assessment made by teacher – this then informs continuous provision but also immediate extra intervention
* Teachers use formative assessments to make daily judgements during lessons + when marking
* Teachers regularly use this to adapt groupings and lesson delivery
* Pupils complete formal and informal assessments – Daily Tough Ten activities, Flashback Four etc
* Use of White Rose Challenge questions to assess reasoning as well as arithmetic skills
* Termly assessments using end of unit White Rose assessments and Rising Stars PIRA tests. These test what children will have covered in that year group, but like SATS also cover knowledge up to that age group.
* Regular (half termly) moderation sessions held during teacher meetings. Target children are chosen and class books looked at. An area such as division may be chosen and staff look to see progression of skills and knowledge in line with NC and school calculation policy being used correctly.

**PE:**

* Staff use the Lancashire PE Passport to plan and assess their PE lessons. During lessons photographs and videos are taken and stored as evidence. During and after sessions, teachers make notes on the app to record children’s achievements and progress.

**Foundation Subjects:**

* When the new theme begins, children are given the opportunity to reflect on previous learning and record what they know already. They think about what they would like to learn from this theme – including curriculum knowledge and procedural knowledge
* Pupils complete a quiz at the start of the theme to see what they know already
* Staff carry out formative assessments each session – looking for increased understanding, knowledge and ability to explain what they have learnt. If the learning is creative (like Art, DT or Music) the children are assessed on how they develop their techniques and the practical skills required to complete the task successfully. Photographs can be used
* Children are given regular opportunities to reflect on their own understanding and progress.
* At the end of a theme children reflect on their own learning. They may talk to a partner, record on a mind map in a book, answer quiz questions or look back to their initial ideas and see if they have moved on in their understanding.

**Teachers record assessments by:**

1. In EYFS – collecting evidence on Tapestry
2. Making notes each session on their planning
3. Taking photographs to record work and outcomes
4. Recording the names of who is below or above ARE – this then informs their planning for the next area or theme

**Subject leaders monitor learning by:**

1. Looking at books in teacher meetings and book look sessions
2. Talking to teachers and children
3. Informally popping into lessons to see learning in progress.
4. Interviewing pupils post theme to discover what they have learnt and what they would like to know or do to deepen their understanding.

**ROLES AND RESPONSIBILITES**

|  |
| --- |
| **SEC (Standards and Effectiveness Committee)** |
| * Evaluation of Impact
* Hold the HT to account
* Whole school overview record
* Summary of attainment and progress for each cohort and significant groups
 |
| **Headteacher/Assessment Lead** |
| * Whole school analysis (including trends over time)
* Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)
* Managing the monitoring/assessment calendars
* Ensuring that decisions made and agreed are carried out
* Prepares whole school data for presentation to the governors
 |
| **LT** |
| * Monitoring the performance of teachers and overview of pupils
* Analysing cohort/group data and preparing it for presentation to governors
* Holding subject leaders/teachers to account for targets set
* Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
* Hold teachers to account for impact where resources have been allocated
* Ensure targets set lead to improved performance/ rise in attainment
 |
| **Subject leaders** |
| * Monitor the performance in their subjects
* Analyse and report on attainment and progress in their subject for SLT
* Highlight areas of strength to celebrate and weakness to support
* Moderate and address issues arising from mismatch between data/pupil books / observations etc.
* Hold teachers to account for performance in their subject area
 |
| **Teachers** |
| * Operate within the assessment time frame
* Meet or exceed the targets set for each child
* Record and analyse pupil/ group results
* Highlight areas to celebrate and to address ready for pupil progress meetings
* Prepare for pupil progress meetings
* Plan for timely intervention where needed and report impact
* Record results ready for input onto the Tracker

Aware of the impact of their performance upon the whole school |