



Assessment

Policy Statement 2018-2021

Every child has the right to express their views, feelings and wishes in all matters affecting them (Article 12)

Every child has the right to an education (Article 28).

Education must develop every child's personality and talents and abilities to the full (Article 29).

1. Key Principles

- 1.1 At Harlow Green Community Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress and attainment of each individual child, as well as specific groups of children. We believe that assessment should be thorough, manageable and relevant.
- 1.2 We endeavour for all pupils to make good '**progress over time**' and raise confidence and self-esteem. We see assessment as central to this.

2. Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure that teachers use ongoing assessment to meet the needs of all children.
- To have a consistent approach that measures school progress and attainment against national standards at key points in a child's school career ie at the end of a Key Stage.
- To ensure that school leaders use summative assessment as a tool for monitoring the progress and attainment pupils make, helping pupils achieve the very best they can.

3. Formative Assessment

- 3.1 Formative assessment is the foundation of learning and teaching. The most fundamental use of assessment is to diagnose children's understanding to improve and build on their learning.

- 3.2 GAP (Gateshead Assessment Profile)

GAP grids are designed to help teachers assess children's understanding and determine the next steps in learning. The grids map out the progression of skills and understanding matched to the year group expectations of the national curriculum.

Teachers assess over time and across a range of tasks and curriculum areas to make judgements about the extent to which children demonstrate skills and knowledge and how secure they are in relation to a particular aspect of their learning.

3.3 The aim is for the majority of children within a year group to master the expectations for that year group, moving to explore the curriculum in greater depth only when understanding is secure.

3.4 Assessment for learning (AfL) practices will encourage regular communication between adults and children so that all are aware of what has been achieved and what the next steps may be. There are many techniques that a teacher may deploy in the classroom to collate the information required to identify current understanding but some of the strategies used in teaching may be:

- Use of resources such as number cards, base 10, numicon etc.
- Children accessing mini-WBs to answer questions during the whole class/group activity
Mini-plenaries within lesson to reaffirm understanding and to progress sessions
- Verbal and written feedback (marking)
- Peer assessment
- Children mind-mapping knowledge about a topic before it is taught
- Pre-assessments
- Talk partners
- Short tests e.g. spelling
- Computer based individualised learning programmes e.g. Lexia

4. Summative Assessment

4.1 Summative assessment usually takes place after pupils have completed units of work or modules at the end of each term and/or year. The information it gives indicates progress and achievement usually in grade-related or numerical terms. It is the more formal summing-up of a pupil's progress.

4.2 At Harlow Green we use a range of summative assessments to build up a clear picture of a child's attainment at a given point in their school career. These include:

- Spelling tests
- Times tables tests
- Arithmetic tests
- Maths Reasoning tests
- Reading Comprehension tests
- SPAG (Spelling grammar and punctuation tests)
- Phonics Assessments

4.3 In addition to this we undertake the following statutory assessments:

- Early Years Foundation Stage assessments
- Phonics Screening Check in Year 1
- Phonics Screening Check (retake) in Year 2
- Key Stage 1 Assessment in Year 2
- Key Stage 2 Assessment in Year 6

4.4 PAT (Periodic Assessment Tracker)

A summative judgement of an individual child's understanding of their year group curriculum is made at the end of each half term. Teachers base their judgements using the following descriptor statements:

Maths Summary Descriptors	PAT Grade (1 – 6)	English Summary Descriptors
Exploring the year group curriculum to greater depth to ensure appropriate challenge. Is fluent in fundamental knowledge, skills and understanding required and displays strengths with solving problems and reasoning about Maths they are familiar with. They are often able to take the maths the whole class is engaged in to greater depth.	6	Is on track to work at greater depth within the year group expectations. They are always successful in understanding the key learning and are able to apply their knowledge and skills in a range of contexts. They will transfer knowledge and skills independently.
On track to master year group Maths curriculum, showing breadth and depth of understanding being fluent in the fundamental skills, knowledge and understanding required and able to use familiar maths to solve problems and apply reasoning.	5	Is on track to meet year group expectations. They are usually successful learners, showing good understanding of the year group objectives taught. They are usually able to learn new skills and use them accurately and independently. They can apply their learning in other contexts.
On track to meet most expectations of the year group Maths curriculum but needs to develop breadth and depth of understanding for mastery. Understanding and responses are stronger when engaged in more routine procedural mathematical tasks. They struggle to apply problem solving and reasoning skills Maths skills to Maths they are familiar with and demonstrate limited persistence and curiosity towards problems posed for them. They find some difficulty explaining their work to others and suggesting alternative approaches.	4	On track to meet most but not all year group expectations. Will have some smaller gaps in learning. Is successful at learning new concepts and is starting to apply their skills independently, but not consistently. Is usually able to improve work following feedback and support.
Is able to access the curriculum for their year group but has large gaps in skills and understanding that are preventing mastery of the year group curriculum. They nearly always need some scaffolding and / or support to understand and embed new concepts and skills.	3	Is able to access the curriculum for their year group but has large gaps in skills and understanding that are preventing mastery of the year group curriculum. They nearly always need some scaffolding and / or support to understand and embed new concepts and skills.
In accessing the programme of study from an earlier year group. Has significant gaps in skills or understanding. Usually needs individual support and scaffolding. The child may be doing different tasks to the rest of the class and intervention may be in place.	2	In accessing the programme of study from an earlier year group. Has significant gaps in skills or understanding. Usually needs individual support and scaffolding. The child may be doing different tasks to the rest of the class and intervention may be in place.
Assessed using P scales Making very small steps in learning. Requires individual support.	1	Assessed using P scales Making very small steps in learning. Requires individual support.

5. Moderation of Judgements

5.1 Moderation is an essential part of the assessment system. Teachers are involved in moderation to ensure agreement of a level or grade.

5.2 Moderation is carried out through:

- Discussions with teachers internally e.g. at staff meetings, phase meetings
- Discussions with teachers externally e.g. at cluster meetings, LA wide meetings
- External moderation by a trained moderator.

6. Diagnostic Assessment

6.1 There are occasions where tests/assessments will be administered with the aim of identifying specific issues that a child is having difficulty with. These assessments can often happen in the initial stages of assessment for children with Special Educational Needs (SEN). Although a teacher or teaching assistant may implement a diagnostic test they can also be administered by other professionals such as an Educational Psychologist.

7. Marking

'Accentuate the positive'

7.1 We mark to assure children that we value their work and to motivate them to further progress. We mark to assess each child's progress, to identify problems and to help us to plan for the future. Research shows that provision of a mark or level alone does not promote pupil progress. Sharing the criteria for assessment and setting targets for improvement ensure a greater degree of success (refer to Marking & Feedback Policy).

8. Special Educational Needs

8.1 Pupils identified on the SEND register are assessed in line with other pupils using the PIVATS document (pre National Curriculum Levels) or National Curriculum Age related expectations in the year group in which they are in or from an earlier year group.

9. Assessment within the Early Years

9.1 At the beginning of Nursery and Reception baseline assessments are carried out through observations, discussions with parents/carers and through working with the children. Throughout the daily practice in Early Years, assessment plays an important role. Each child has a Tapestry online learning journal; photographs and videos are collected as evidence along with children's quotations and uploaded to the journal. Parents can also access the online learning journal and upload learning from outside of school. The Early Years team also use narrative observations and collect samples of work as an assessment tool. Assessment data is uploaded to Gateshead's SIMMS

Early Years Tracker. This is uploaded on a termly basis. At the end of Reception children are assessed against the Early Learning Goals set out in the Early Years Profile.

10. Assessment within subjects other than English and Maths

- 10.1 Although pupils are not formally assessed in other subject areas, we believe it is vital for them to know how they are doing in order to make progress. Teachers assess the children's attainment in relation to skills taught within each subject. These skills refer to the skills as detailed in the Rainbow Continuum of Skills by Liz Greensides. These skills are organised into a rainbow of colour and show progression across Key Stages. Teacher assessments refer to a skill and colour. Teachers make a judgement about whether children are 'working towards', 'working within' or working with a 'greater depth'. These judgements are made based on the children's achievement of the chosen skill.

11. Reporting to parents

- 11.1 Parents are welcome into school as the learning partners of their children and the link between school and home. Informal exchanges between parents and teachers are regular. Parents are encouraged to make formal appointments for more extensive discussion and analysis.
- 11.2 Parent/Teacher consultation meetings occur twice throughout the academic year. This is an opportunity for parents to discuss attainment and progress, set targets and celebrate achievements.
- 11.3 A written annual report is shared with parents in the summer term.