Hockley Heath
Academy

Knowledge is the Reward

ASSESSMENT POLICY

Tracking success....

results measurement measurable degree program
information goals actions rubrics mission analysis
purpose cognitive outcomes systematic
programs alignment use undertaken
curriculum development Assessment
collection improve map specific behavioral learning student
recommended surveys educational review
affective objectives

Piecing together the jigsaw.....

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WRITTEN   NOVEMBER 2016

AGREED BY GOVERNORS   ....

THIS POLICY WILL BE REVIEWED EVERY THREE YEARS

REVIEWDATE :   NOVEMBER 2019

Introduction

The staff and governors of Hockley Heath Academy feel that Assessment, Recording and Reporting should be at the heart of everything that we do to enhance the education of the children in our care.

Our assessment practice takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking.

The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Assessment enables teachers to plan carefully for the needs of individuals and particular groups of children. It is the means by which pupils and teachers find out what has been achieved in relation to stated learning objectives. It is a general term embracing all methods customarily used to appraise performance of an individual pupil or group.

PURPOSE OF ASSESSMENT

- To enable pupils to know and appreciate their achievements and to set learning goals.

- To provide a basis for decision making about a pupil's future learning needs

- To plan future learning.

- To evaluate the effectiveness of the curriculum and its delivery.

- To provide information on pupils attainment that can be communicated to others e.g. parents, governors, LEA.

PRINCIPLES

- General assessment procedures should:-

- Be an integral part of the learning process and the outcome used to plan future learning.

- Enable accurate judgements of pupils levels of attainment.

- Support the process of curriculum development by informing long, medium and short term planning and priorities identified in the School Improvement Plan.

- Give direct information about pupils achievements in relation to clearly defined and stated objectives.

- Be consistent within the school.

- Facilitate differentiation by identifying individual strengths and weaknesses; what pupils can do, know and understand; set future learning targets.

- Involve pupils in the process of setting targets, reflection, review, evaluation, feedback and planning in order that they take on more responsibility for their own learning.

- Reflect the Code of Practice for pupils with Special Educational Needs (SEN).

- Be consistent with the School's Inclusion Policy.

- Help to identify and cater for needs of more able pupils.

Roles and responsibilities

Arrangements for the governance, management and evaluation of assessment:

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.
- Record assessment data in line with school expectations.
- Report to parents.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.
- Support pupils with peer and self assessment.
- Assess pupils in intervention groups and during classroom support.
- Support the reporting and recording process.
- Provide feedback to pupils and set realistic targets for individual pupils.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.
- Reflect on their own learning against their targets and success criteria.
- Compare their lessons learning with the wider goals of their subject.
- Support peers with peer assessment.

Planning

PROCEDURES

In order that the principles of assessment are reflected in practice, planning for assessment is included in each layer of curriculum planning.

KEY STAGE PLANS

In drawing up key stage plans the time allocated for each unit includes an opportunity for teachers to assess the main learning objective as an integral part of their day to day teaching.

Throughout a key stage, our curriculum planning enables pupils to re-visit units as appropriate, to recap and build on their knowledge. This consolidation of learning ensures that pupils are effectively prepared for assessments at the end of each key stage.

SCHEMES OF WORK

Schemes of work for each curriculum subject are based on the National Curriculum Programmes of Study for that subject.

They include:

- Learning objectives of which the main ones are the focus for assessment.

- Expected learning outcomes which reflect a range of ability and which are informed, where relevant, in National Curriculum Level Descriptors.

- Tasks and activities which provide an opportunity for pupils to demonstrate their attainment of the learning objectives by making observations, practical activities, recording by drawing, graphs and written work.

WEEKLY AND DAILY PLANS

Weekly/daily lesson plans focus on:

- Clear objectives for each lesson.

- Day to day assessment to show how pupils are achieving against objectives set out in plans.

- Success criteria forming the route to achievement.

- Routine assessment of pupils learning and recording where necessary.

- Evaluation of lessons, to enable teachers to return to that particular concept.

- Pupil and peer assessment to include pupils in the process of their learning.

Assessment of Learning

At Hockley Heath we focus on two main types of assessment: summative and formative (also referred to as assessment for learning). We understand that assessment is broader than taking a test.

Both of these happen at some level in the classrooms. We aim to achieve excellent assessment practice where teachers understand how each method contributes to progress and how to build their practice to maximise the effectiveness of each.

Through the cornerstones tracker we work with very efficient systems which allow teachers in our school to use assessment data to best effect, in order to support progress of pupils, and to maximise student achievement. (www.cornerstones.co.uk)

Assessment in our school is used as a process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for on-going teaching and learning.

We consider two types of assessment:

• Assessment of Learning

• Assessment for Learning.

ASSESSMENT OF LEARNING

Assessment of learning looks at a student's level of performance on a specific task or at the end of a unit of teaching and learning. The information we gain from this kind of assessment can be used for reporting.

We achieve this through:-

- **CORNERSTONES SUBJECT TRACKING (CS TRACKING)**

We use the cornerstones assessment and tracking grids to identify gaps in knowledge, understanding and skills, and to identify pupils prior achievement. This provides a structured approach to assessing reading, writing and mathematics. It is a way of tracking children's progress from Year 1 to the end of Year 6. CS tracking as a diagnostic tool for gathering information about children's strengths and weaknesses. This information is then used to assess and make level judgements directly in line with the Assessment Focuses which underpin the National Curriculum Programmes of Study and Level Descriptors. (See Appendix 1 for further information.)

- **TESTING**

Periodically, we use testing to assess pupil progress and attainment. This is aimed as a way of supporting and clarifying level judgements made using the CS tracker.

Statutory tests in line with the guidelines from the Department For Education, are administered annually at the end of KS1 and KS2. Statutory phonics testing is undertaken in year 1, with re-tests in year 2 where appropriate.

Assessment For Learning

ASSESSMENT FOR LEARNING

At Hockley Heath, assessment for learning is an on-going approach we use as a regular part of teaching and learning. The information we gain from assessment activities aims to shape our future teaching and learning processes.

Assessment for learning:

- Is an essential and integrated part of the teaching and learning process,

- Reflects a belief that all students can improve.

- Helps children understand and recognise the standards they are aiming for.

- Provides feedback that helps them understand the next steps in learning and how to plan to achieve them.

- Is the process of seeking and interpreting evidence for use by all learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

It is based around 10 key principles:-

- Is part of effective planning

- focuses on how students learn

- is central to classroom practice

- is a key professional skill

- is sensitive and constructive

- Fosters motivation

- Promotes understanding of goals and criteria

- helps learners know how to improve

- Develops the capacity for self-assessment

- recognises all educational achievement

Recording

ANALYSIS

End of term and end of key stage test analysis is carried out for maths. This analysis helps to identify which aspects of learning have not been understood by pupils and those in which more progress than anticipated has been made. The results of this analysis is used to plan INSET, set future targets and ensure that learning objectives not achieved are addressed in future planning.

PUPILS AND THEIR OWN ASSESSMENT

The school believes that pupils should be involved in their own assessment by knowing what their own targets are and being involved in evaluating whether or not they've achieved their target. This is achieved through:

- Discussion with the teacher or TA about their learning.

- Self assessment by comparing their work with the lessons success criteria.

- Shared peer assessment, where learning of peers is compared to success criteria, thus strengthening their own knowledge and skills in the process.

- Reflection on personal targets.

- Asking and answering questions to deepen knowledge and develop reasoning skills.

RECORDING

The purposes of record keeping are:

- To identify what pupils have achieved and to plan the next steps in learning.

- To show progression in learning and continuity of experience.

- To provide evidence to meet the requirements of statutory assessment and reporting to parents.

- To monitor progress within subject areas.

PRINCIPLES OF RECORDING

The school aims to ensure that:-

- There is a common understanding of the purposes of record keeping.

- There is a coherent system for producing summative records which provide an overview of the achievement of each pupil.

- Strategies are in place for regular and systematic checking and updating of records.

- Opportunities are given to pupils to record experiences and achievement.

Procedures

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PROCEDURES

FORMATIVE RECORDS

We aim to ensure that in all subjects pupils achievements are recorded in relation to the key learning objectives identified in the schemes of work. These records will encompass a range of forms:

• Reading records,

• Teachers' mark books,

• Record folders or IT records,

• Topic record sheets in relation to the learning objectives in the programme of study.

Formative records will be kept by each class teacher. At the end of each year, or when pupils move to another school, teachers will select relevant information and pass it on. These records are intended to help the next teacher with their planning in the first few weeks of a new term.

SUMMATIVE ASSESSMENT

Summative records enable teachers to track progress of children as they move through the school. Summative records are maintained through the form of the CS assessment Grids and online tracking system. This package enables all data pertaining to individuals or groups to be accessed by teachers in a variety of ways and for analysis of groups.

In addition each class holds a purple record folder which contains a range of assessment information on the class. This includes:

• Copies of the CS assessment grids.

• Tracking of SEND, more able and pupil premium pupils.

• Monitoring and moderation of assessment data.

• Tracking of attainment and progress.

There is also a statutory requirement to report:

• Early Years Profile

• KS1 test results

• KS2 test results

These are reported to parents through our end of year report with an explanation of the meaning of the results.

This summative information enables teachers to track progress and set targets for pupils. It will form part of a package of transfer details to be passed on to the next teacher or school. It can also be used to inform future planning and teaching.

Assessment without levels:

As national curriculum levels have been phased out, our approach is to map children's progress against age-related expectations. These are based on the average age of pupils at the end of each term:

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Y1	5	10	6	2	6	6
Y2	6	10	7	2	7	6
Y3	7	10	8	2	8	6
Y4	8	10	9	2	9	6
Y5	9	10	10	2	10	6
Y6	10	10	11	2	11	6

Pupil's progress is measured in years and months, with 12 months being the expected progress in one year.

Quality assurance:

Work is quality assured through a programme of moderation. The process involves professionals coming together to check each other's judgement against the official assessment criteria, thus ensuring accuracy of judgements. A sample of work is taken and thoroughly scrutinised.

Teachers moderate work in the following ways:

- Peer moderation in school where colleagues review evidence of judgements against the assessment criteria.

- Peer moderation between schools, where colleagues come together from different schools, moderating together to ensure that their judgements are secure.

- Senior leadership monitoring of samples.

Summative assessment judgements are based on professional judgement and a variety of evidence.

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Early years Foundation stage:

Ongoing assessment is an essential aspect of the effective running of the EYFS setting. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of learning is kept by retaining and filing their assessment data.

Observations

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including adult focused activities, continuous provision opportunities and child initiated play.

Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children frequently. They also make spontaneous observations in order to capture significant moments in children's learning.

Observations are recorded on 'Tapestry', an online assessment tool. This records:

- A narrative of the assessment feature,

- A photograph ,

- A developmental statement and characteristic of learning for each observation.

The information is used to build a learning journal for each child.

Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles.

Observations are evaluated, children's learning opportunities are identified and relevant learning opportunities planned to support children to make the next steps progress.

Evidence

Other means of assessing children in EYFS, include engaging alongside children in their play, sustained shared thinking and talking to move their learning forward, and annotating written work.

In FS1 samples of children's writing is collected over the year, and in FS2, English and Maths books record work and show progress. Samples of children's work in focused, child initiated and independent work is gathered , alongside photographic evidence.

Parents comments in reading journals and in response to maths home activities in FS2 also form a valuable part of our evidence.

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Baseline

Baseline assessment is carried out, using Developmental Matters, for all 2 and 3 year olds during the child's first three full weeks in the setting. There is then continuous monitoring and assessment of each child's development throughout the year.

The data is recorded at baseline, then termly, on the schools tracker, to allow for effective monitoring of progress. At the end of the year the year the data is used to provide a summary of every child's development and learning achievements and this is then reported to parents.

Timescale: School yearly assessment overview:

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Month	Term	Activities
September		- ratify/moderate summer data using Assessment and Moderation Grids (AMGs) - report to governors/other required bodies Progress Test 1 and Attainment and Gap Analysis (AGA)) - nursery and reception baseline - pupil progress/target-setting meetings. - Initial parental consultations.
October	end of Autumn half-term 1	- Y1 –Y6 Arithmetic and Number Progress Test 2 and AGA - English moderation in year groups
November		- Mathematics summative tests (including Y2 –Y6 Autumn Arithmetic Test Paper 1 and Mathematics Reasoning Papers 2 and 3) - Writing assessment using CS tracking grids - Reading assessment using CS tracking grids - Maths assessment using CS tracking grids - Maths Moderation.
December	end of Autumn half-term 2	Y1-Y6 Arithmetic and Number Progress Test 3 and AGA - Writing assessment using CS tracking grids - Reading assessment using CS tracking grids - Maths assessment using CS tracking grids - input data to tracker - analyse data/moderation
January		- pupil progress meetings
February	end of Spring half-term 1	- Y1 –Y6 Arithmetic and Number Progress Test 4 and AGA - English moderation in year groups utilising AMGs - Writing assessment using CS tracking grids - Reading assessment using CS tracking grids - Maths assessment using CS tracking grids
March/ April	end of Spring half term 2	- Mathematics summative tests (including Y1 –Y6 Spring Arithmetic Test Paper 1 and Spring Mathematics Reasoning papers 2 and 3 and AGA - Y1 –Y6 Arithmetic and Number Progress Test 5 and AGA - summative tests for reading and SPaG - Writing assessment using CS tracking grids - Reading assessment using CS tracking grids - Maths assessment using CS tracking grids - input data into tracker - analyse data/moderation - Maths Moderation - Parental consultation meetings
May	end of Summer half-term 1	*National testing in Y2 and Y6* - Y1 –Y6 Arithmetic and Number Progress Test 6 and AGA - Writing assessment using CS tracking grids - Reading assessment using CS tracking grids - pupil progress meetings (including a review of interventions) - Maths assessment using CS tracking grids - English moderation in year groups utilising AMGs
June/July	end of Summer half term 2	- Y1 phonics test - Mathematics summative tests (including Y1–Y6 Summer Arithmetic Test Paper 1 and Summer Mathematics Reasoning Papers 2 and 3 and AGA - Maths Moderation - Y1 –Y6 Arithmetic and Number Progress Test 7 and AGA - Writing assessment using CS tracking grids - Reading assessment using CS tracking grids - Maths assessment using CS tracking grids - Y2 and Y6 teacher assessment against interim frameworks - transition meetings and class information handover - finalise teacher assessments – input into tracker - End of year reporting to parents - data analysis

Reporting

REPORTING TO PARENTS

The academy meets all statutory requirements for reporting to parents -

An annual written report in the summer term provides information to parents and carers about a pupil's progress, attainment and achievements in relation to the school curriculum. It provides a summary of their progress and achievement and an opportunity to identify aspects for future development. In some instances interim reports, informal meetings, letters and progress checks may be needed to keep parents informed.

PARENTAL CONSULTATION EVENINGS

The Academy holds parental consultation evenings twice a year, in the Autumn and Spring term, to inform parents of ongoing progress throughout the year, and to ensure regular communication about progress to parents. This informs parents of how their child is progressing, and provides an update on the pupil.

PSP REVIEW MEETINGS

Some pupils with particular needs are given a 'PSP' or ' Pupil Support Plan' which sets out specific targets to support their needs. This is reviewed termly and parents are given feedback in the form of progress evaluations against PSP's targets. Sometimes this will also involve a meeting with the teacher and SENCO as appropriate to need.

THE SCHOOL REPORT

Reports are written to ensure that parents are informed about their child's progress since the last report, areas for development and next steps in learning.

They comply with current regulations. Comments will provide judgements about pupils attainment and progress rather than content.

The reports will:

- Contain evaluative comments which are personal to the child.

- Identify pupils strengths and weaknesses and areas which need developing.

- Provide comments which clearly show progress in relation to levels of knowledge, skills and understanding since the last report.

- Be consistent in style, format and tone across the school.

- Include the child's attendance for the previous 12 months including authorized and unauthorized attendance.

- Make comment on Personal Social and Health Education.

Appendix 1
cornerstones tracking procedures:

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We use Cornerstones Assessment to support our formative assessment methods. Essential Skills, based on end of year age-related expectations, are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

We use the Essential Skills in two formats:
- A subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.
- A year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting.

Cornerstones Developmental Skills provide a learning progression through the national curriculum with end of term age-related expectations (AREs) for English and mathematics. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils/groups. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a breadth of skills. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Assessment and Moderation Grids (AMGs) are used to assess and record attainment in reading, writing and mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children's attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children's attainment. If a child has achieved the **vast majority** of skills on a grid, they can be judged to be working at that age-related expectation. If a child is working below the age-related statements on a grid, they are assessed using the previous grid. A child showing that they can use and apply the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard.

	Working towards the expected standard	Expected standard			Above the expected standard
		Working at the expected standard		Working at greater depth within the expected standard	
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 10 months	8 years 2 months
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 10 months	12 years 2 months

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that they are fluent in all aspects of the age-related expectation before moving them on. The Cornerstones progression of Developmental Skills allows for children's learning to be extended at an appropriate pace.