

Hartford Junior School



Assessment Policy

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Ethos

As a school we believe that good assessment is an integral part of the teaching and learning cycle. We believe that all pupils can succeed if taught and assessed effectively. At Hartford Junior School we aim for high quality teaching and learning, and the heart of this is effective assessment. We use three main forms of assessment: in school formative, in school summative and national summative.

Aims of assessment

At Hartford Junior School we aim to ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high-quality, in-depth teaching, is supported and informed by high quality formative assessment
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable, accurate and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve effective formative and summative assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- teachers and leaders can effectively track pupil progress through summative assessments

The following policies should be read in conjunction with this policy:

- Marking and feedback
- Curriculum
- Teaching and learning

Forms of assessment

There are three main forms of assessment: in-school formative assessment (assessment for learning or AfL), in-school summative assessment and nationally standardised summative assessment. This policy will detail our approach to each in turn.

1. In-school formative assessment (AfL)

We believe high quality formative assessment is at the very heart of good teaching and learning. In light of this we prioritise time to focus on high-quality, in-depth teaching, supported by in-class formative assessment.

Day to day, In-School Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary and informs progress. It enables teachers to evaluate teaching and learning and to then plan future lessons accordingly.

The purpose of day-to-day in-school formative assessment

For pupils: it helps to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents: When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers: to evaluate pupil's knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. It enables teachers to i) identify learning needs; ii) provide information for teachers and pupils about where pupils are going, how close to it they are and what they need to do to get there; iii) identify when pupils are struggling, when they

have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders: In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

Methods of formative assessment used at Hartford Junior School

At our school assessment for learning [AfL] takes many forms, including:

- i) Specific and targeted questioning
- ii) Rich question and answer sessions use throughout the lesson
- iii) Quick recap and reflection questions as the opening of a lesson (starter)
- iv) Opportunity to apply learning in every lesson. E.g. independent work, apply/plenary or mini plenaries
- v) Written marking (see marking and feedback policy) e.g. English success criteria bands.
- vi) Instant and verbal feedback during lessons
- vii) Informal 'challenges' and/or quizzes
- viii) Observational assessment, including Seesaw observations and photographs (Teachers and TAs)
- ix) Talking partners, trios etc

Assessment of Reading:

At Hartford Junior School we use a range of evidence to support reading judgements and pupil progress. Each half term children complete Accelerated Reader STAR reading assessments to determine an appropriate Zone of Proximal Development (ZPD) range, allowing them to choose a book suited to their reading level. Each time a child completes a book linked to the Accelerated Reader system they complete a short online quiz to assess their understanding of the text. Teachers monitor and track their progress ensuring that they are choosing books within the appropriate range.

Throughout daily Reading Recharged lessons, teachers continuously carry out AfL linked to the reading domains. Reading evidence is collected throughout these lessons and recorded in children's Reading Recharged exercise books.

At the beginning of each term teachers carry out a reading fluency assessment using a text from our Hartford Junior School Reading Fluency Booklet. Children are required to read a given appropriate passage linked to their age according to the term being administered. Teachers make a note of how many words a child can read within one minute and monitor their progress. They also consider the child's prosody and their comprehension by asking them to discuss the text. This information is recorded on their 'Fluency Assessment Record Sheet' [see Appendix 1]. By the end of KS2 we aim for children to be reading 120 words per minute. This assessment identifies pupils who may have a particular weakness e.g. comprehension or phonics. Once identified, these children are assessed using York Assessment Reading Comprehension (YARC) assessments. If a child is working significantly below age related expectations, they will be assessed fortnightly using the Hartford Infant and Preschool Phonics Assessment grids.

All teachers and leaders regularly moderate and standardise reading judgements through collaborative moderation/data days each term. NFER tests are **not** used in isolation for determining a child's reading level but can be used as one piece of the picture along with Reading Recharged exercise books, English books, STAR reading assessments, YARC interventions and Fluency Assessment records.

Assessment of Maths:

The [2020 DfE Mathematics guidance](#), which informs the most important conceptual knowledge and understanding that pupils need as they progress from Year 1 to Year 6, will form the basis for our assessment practices in maths. The Ready-to-Progress [RtP] criteria within this document are mapped across year groups, identifying the progression of concepts in maths.

At Hartford Junior School, we are developing our assessment practices in maths and currently use the following assessments.

1. Pre-unit assessments [formative]

Purpose: to identify gaps and inform planning and pre-teaching

- RtP assessment from the previous year group relevant to the forthcoming unit.
- Curriculum Prioritisation Units, these are identified at the beginning of the teaching materials. These are delivered as a quiz or in smaller chunks or adapted and fed into lessons leading up to the unit. These will be done a few weeks in advance of the unit and will inform:
 - Pre-teaching
 - Any adaptations to planning.

2. Ongoing formative assessment

Purpose: Assess learning during a unit of work to inform adaptations to teaching and immediate intervention

This will involve:

- questioning
- marking
- observation
- discussion
- quick quizzes/ exit slips – to be explored later.

2. In-school summative assessment

Purpose of in school summative assessment

For pupils: In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can continue to improve.

For parents: In-school summative assessments can be reported to parents to inform them about the achievement, progress, and wider outcomes of their children across a period, often a term, half-year or year.

For teachers: In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders: In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Methods of in-school summative assessment used at Hartford Junior School

- i) Short end of topic or unit challenges e.g. a written outcome based on skills taught/learnt
- ii) APDR reviews for pupils with SEND
- iii) PIVATS for children not working towards ARE
- iv) Insight summative judgements
- v) NFER assessments [maths and reading]
- vi) Ready to Progress Criteria in maths
- vii) End of Year Transition Assessments in maths
- viii) Key Stage 2 National Curriculum (NC) Assessments

Summative assessment of core subjects: Insight

In KS2, Insight is used for summative assessments at the end of each term. This includes, reading, writing, maths and science. Teachers use a wide range of evidence and formative assessments to inform accurate judgements in reading, writing, maths and science. Insight is used to track progress and analyse data. When making a judgement, children are assumed to be working at age related expectations [ARE] and 'on track' if all objectives taught that term have been met and children can consistently apply their knowledge and skills independently and over time [see Hartford Junior School definition of Independence in Marking and Feedback Policy]. If children are not on track, then additional intervention may be required, which will be carefully monitored by the class teacher. When a child is working significantly below

expected standards, or if additional intervention has not impacted on learning and outcomes, a child may be assessed using alternative documents [see Assessment of pupils with SEND] e.g PIVATS.

At the end of KS2, all evidence and data is used to make an end of key stage judgement. Class teachers work collaboratively across KS2 with SLT to moderate, standardise and agree judgements before inputting data.

Summative assessment of foundation subjects

At the end of a PE, RE and PSHE unit, teachers assess using our Hartford Junior School assessment grids. NC objectives covered within the unit are evident and teachers identify if a child has achieved the NC objectives intended. Children are assessed as being either at the expected level or not, similarly to science, based on their achievement of the intended learning outcomes using a RAG rated system to track progress across the year.

For other foundation subjects (e.g. history, geography, art and design, design technology, music and computing), children are assessed using our enquiry organisers. Teachers use a range of evidence across the half term to ascertain if a child has met the expected standard or not. This is recorded on our enquiry organisers and shared with subject leaders and new teachers. These are saved on SharePoint each term for all staff to access. As each subject is revisited, teachers ensure that misconceptions and gaps are addressed for an individual child or group of pupils before moving learning on.

3. Nationally standardised summative assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally and locally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:



- Key Stage 2 National Curriculum Assessments
- Multiplication Tables Check [MTC] for Year 4 pupils



Assessment of pupils with SEND:

For those children working significantly below National Curriculum levels, alternative or additional assessments may be used.

In KS2, for those children working below National Curriculum expectations, they are assessed using **PIVATS** and progress is carefully tracked using the PIVATS Milestones and Performance Indicators. It is important to note that teacher judgement is also used alongside PIVATS.

Documents to assess children used at Hartford Junior School:

	End of KS1	Year 3	Year 4	Year 5	Year 6	End of KS2
Child working significantly below and not engaged in subject specific study	 <p>The engagement model Guidance for maintained schools, academies (including free schools) and local authorities July 2020</p>					 <p>The engagement model Guidance for maintained schools, academies (including free schools) and local authorities July 2020</p>

BEL/SEND child						 Pre-key stage 2: pupils working below the national curriculum assessment standard Teacher assessment framework
WTS/EXS/ GDS	 Teacher assessment frameworks at the end of key stage 1 For all pupils from 2020/21 academic year onwards	 The national curriculum in England Key stages 1 and 2 framework document	 The national curriculum in England Key stages 1 and 2 framework document	 The national curriculum in England Key stages 1 and 2 framework document	 The national curriculum in England Key stages 1 and 2 framework document	 Teacher assessment frameworks at the end of key stage 2

These documents are reviewed each term as part of our pupil progress meetings. The following colours are used to indicate which academic year evidence has been seen and gathered, the date and cohort.

- Year 1 - Orange
- Year 2 - Yellow
- Year 3 - Green
- Year 4 - Pink
- Year 5 - Blue
- Year 6 - Purple

Front cover sheets are used to record half termly levels and provide a summative overview to support tracking progress. When work has been completed which is evidence of meeting PIVATS statements, the date of the piece of work is written next to the statement within the PIVATS file.

For all pupils in KS2 with SEND, data is also tracked using **INSIGHT**. The **Boxall Profile** and **SDQs** are used across the school as a formative tool to measure the social, emotional, mental health (SEMH) and wellbeing of children. In addition, progress and attainment is also tracked using a **Case Study** for some pupils with significant SEND.

Reporting to parents

Children's attainment and progress is regularly discussed at Parent Consultation Meetings each term. These meetings include sharing of targets and how parents can support at home. Teachers are also available for informal consultations throughout the year if parents wish to discuss their child's learning at other points.

At Hartford Junior School, we also report progress and attainment to parents in the form of an end of year written report. Key assessment data is also included in these reports.

What is independent?

At Hartford Junior School, independence is defined as; the child making a choice and consistently applying what they know, in a variety of contexts and over a period of time [updated PLM: 10.7.2023].

When making summative judgements, all staff will apply this definition of independent to ensure accurate and consistent judgements are made across all year groups. In addition, all staff will consider attitudes to learning before making a judgement and any 'borderline' children will be discussed at whole staff meetings.

Standardisation and Moderation

At Hartford Junior School **standardisation** is defined as: a collaborative process by which teachers consider work produced by their own pupils and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level. This agreed application of standards is then used when assessing children's work.

At Hartford Junior School **moderation** is defined as: the process of teachers sharing their expectations and understanding of standards with each other in order to improve the consistency of their decisions about children's learning and achievement.

Moderation at Hartford Junior School includes a professional dialogue with the class teacher using books and other evidence to support judgements. This takes place each term within year group teams. Teachers moderate and standardise when inputting data into Insight alongside SLT. This is to ensure accurate judgements are being made consistently across year groups. In addition, regular moderation of reading, writing and maths is completed across the school through staff PLMs and evidence is collected by subject leaders. Rigorous moderation also takes place internally in the summer term before data is submitted.

External moderation also takes place regularly within our own setting and also across the CAM Trust settings.

Pupil Progress Meetings

Pupil Progress meetings take place throughout the year with class teachers, team leaders and the Headteacher as part of our data days. Insight is used to inform these meetings and evidence of discussions is recorded.

Autumn 1 September/October	Data review Are SEND children on right documentation? What are target groups for the Aut term?
Autumn 2 December	Aut 1 to Aut 2 progress and are children on track for targets?
Spring 2 March/April	Progress from Aut 1 to Spring 2 and are children on track for target?
Summer 1 May (as required)	Are children on track to meet target? Who is on cusp? Where are gaps? Intervention.
Summer 2 June	End of year data, transition and SDP priorities for next year

Monitoring

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting regularly to the Governing Body.

Written: Autumn 2024

Intensive support needed (sounds out most words)

Needs 1:1 reading support (reads mostly fluent. Sounds out approximately 25% of words in the text and can read HFW's taught)

Expected standard (Total WCPM achieved, reads mostly fluent, only sounds out a few words)

Prosody Check – Does the pupil read using the natural rhythms of speech or is it 'robotic'? Please note the reading doesn't have to be perfect for this to be awarded.

Comprehension Check – Can the pupil explain briefly what they have read? If they can give brief details beyond repeating the title then this can be awarded.

Appendix 2

Example NFER test