

This policy should be read in conjunction with the Teaching and Learning Policy and the Feedback and Marking Policy.

### Introduction

At HBN we believe that assessment builds a picture over time of a child's learning progress; what they know, understand and are able to do. This then enables the teacher to identify and plan the next steps in children's learning to in order for them to progress.

### Aims

- Raise standards of achievement throughout school.
- Maintain accurate records of the progress and attainment of all children.
- To ensure consistency in assessing achievement and identifying challenging targets for each child.
- To enable teachers and other professionals to use assessment judgments to plan work for individual children in order for them to make progress.
- To provide information for parents that enables them to support their child's learning
- Provide the information that allows the Senior Managers to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

### Summative - Assessment of Learning

Summative assessment sums up what a pupil has achieved at the end of a period of time. This can be a written test, an observation, a conversation or a task and will summarise the attainment at a particular point in time and may provide individual and cohort assessments. Levels for the core subjects will be recorded on Arbor termly and data processed in whole class trackers. (see appendix B)

### Formative - Assessment for Learning (AfL)

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can get there.

Examples of formative assessment used at HBN are:

- Focused questions
- Talking partners
- Peer and self assessment
- Targeted marking with follow up 'green for grows'
- Clear objectives and child generated success criteria
- Group and individual targets

### Assessment and Reporting in Foundation Stage

In the Foundation Stage, the majority of assessment is done through observation. They allows adults to make decisions about what the child has learned during independent play or planned activities, so as to help the child move on in their learning. Each week the teacher will choose a number of "focus children" to focus their observations on, this will happen at least once per half term. "GROW moments" are also recorded for any child that demonstrates new learning who are not one of the 'focus children' for that week.

The observations will be used as evidence to assess and complete the EYFS Profile and compiled together to form their 'Learning Journey' which is sent home alongside their report at the end of the year.

### Pupil Progress Meetings INFO NEEDED

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### Appendix A - Assessment Materials

<b>Non-Negotiable Assessment Documents</b> (All on It'sLearning Teacher Page)		<b>Supporting Assessment Materials to Inform Levels</b>
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Arbor levels to be inputted for the four strands termly.</li> <li><b>Use School Designated Assessment linked to IOM Guidance.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Marking - verbal feedback and focussed marking if necessary</li> <li>- Pupil observation, photographs, whiteboard work.</li> <li>- TT Rockstars</li> <li>- Discussion based assessment / observations</li> <li>- Group / individual targets</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>- Arbor levels to be inputted for the four strands termly.</li> <li><b>Use School Designated Assessment linked to IOM Guidance.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Pupil observation</li> <li>- Guided reading assessment proforma</li> <li>- Benchmarking</li> <li>- Comprehension tests</li> <li>- Follow up tasks from Guided Reading sessions</li> <li>- Group / individual targets</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>- Arbor levels to be inputted for the four strands termly.</li> <li>- <b>Writing assessments - 4 minimum per year with a mix of narrative and non narrative.</b></li> <li>- <b>Levelled assessment documents to be highlighted and annotated per child.</b></li> <li>- <b>'Big Write Book - evidence of writing from various areas of the curriculum.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Focussed marking</li> <li>- Spelling Shed</li> <li>- Group / individual targets</li> <li>- Literacy book.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>- <b>Sight word and sound check document to be completed termly for each child.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Observations whilst accessing CP</li> <li>- Continuous assessing during phonics small group sessions.</li> <li>- Guided Reading session.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>- Arbor levels to be inputted for the four strands termly.</li> <li>- <b>Speaking and Listening weeks - one per term.</b></li> <li>- <b>Speaking and Listening whole class assessment observation sheets.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing pupil observation across all subjects</li> <li>- P4C, Jigsaw discussions , Circle Times</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- Arbor levels to be inputted <b>SC strands termly.</b></li> <li>- <b>Arbor levels to be inputted for all strands by Summer Term.</b></li> <li>- <b>Whole Class Tracker</b></li> </ul>	<ul style="list-style-type: none"> <li>- Observation proforma for Sc I objectives</li> <li>- Focussed marking, when appropriate</li> <li>- Pupil observations</li> <li>- Cross curricular links with Maths to be assessed when necessary</li> </ul>
<b>Pupil Progress</b>	<b>DOCUMENTATION TBC!</b>	

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## Appendix B - Assessment Schedule

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Foundation Stage Baseline Data - input on document and emailed to Derek Young by Oct half term</li> <li>• Language Link - FS - completed by Oct half term</li> <li>• Book scrutiny / Moderations - Core subject</li> </ul>	<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Parents evening meetings</li> <li>• Class data sent to Head / Deputy - all core subjects</li> <li>• Pupil Progress meetings</li> <li>• SEN Targets to be completed</li> <li>• SEN Reviews</li> <li>• Class data to be inputted onto Arbor</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Parents evening meetings</li> <li>• Book scrutiny / Moderations - Core subject</li> </ul>	<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Class data sent to Head / Deputy - all core subjects</li> <li>• SEN Targets</li> <li>• SEN Reviews</li> <li>• Class data to be inputted onto Arbor</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Pupil Progress meetings</li> <li>• Book scrutiny / Moderations - Core subject</li> </ul>	<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• End of Year reports</li> <li>• Class handover - meetings with next teacher</li> <li>• Submit all end of year data by June</li> <li>• Class data to be inputted onto Arbor</li> <li>• SEN reviews</li> </ul>

Chair of Governing Body:..... Date:  
 Headteacher: .....Date:

Review date: