 Holly Park School

Assessment Policy

**Links to the UN Rights of the Child**

Article 28

Every child has the right to an education. Primary education

must be free. Secondary education must be available for every

child. Discipline in schools must respect children’s dignity.​

**Why assess?**

**Principles and Aims**

Children’s progress is closely monitored at Holly Park in order that we can provide the best possible opportunities and highest levels of support for all children.  All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

At Holly Park we use both formative and summative assessment.

The aims and objectives of assessment in our school are:

* to enable our children to demonstrate what they know, understand and can do in their work;
* to allow teaching teams to plan work that accurately reflects the needs of each child;
* to help our children understand what they need to do next to improve their work;
* to provide regular information for parents that enables them to support their child’s learning;
* to contribute towards accountability data.
* To be useful, purposeful and robust while at the same time not adding unnecessarily to teacher workload

**Aims of the new National Curriculum**

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more ‘assessment of the right kind’, to offer task specific, personalised feedback and to become ‘Assessment Professionals’ by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

* Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
* Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

This policy was written following the outcomes of the Final draft of the Commission on Assessment without levels September 2015.

**Assessment at Holly Park**

The majority of assessment information is for sharing with pupils in order to aid their understanding of what they need to do to progress. A smaller proportion will be shared with parents.

Summative information will be used by SMT, school governors and Key leaders to analyse how the school is doing and to use as a tool for self evaluation and to set targets for school improvement planning.

Some information will be used as part of teacher Appraisal.

Some statutory information will be sent to the Government.

Staff at Holly Park have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on in depth learning. Assessment takes into account children’s strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

**Day to Day in-school Formative Assessment**

This type of assessment enables us to assess pupils’ knowledge and understanding on a day to day basis and tailor teaching accordingly.

**Nursery and Reception**

Nursery and Reception staff will informally monitor development and keep detailed records that include photographs, post it notes of observations and more detailed learning journeys. Parents are also encouraged to contribute to the special books. This books and their contents are shared with families and either transferred to the reception team or to the child’s new school.

**Marking and Feedback**

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. They are encouraged to use a purple pen to edit their work and to respond to teachers’ comments. See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Ofsted are clear that unnecessary collections of marked work are not required for inspection purposes.

**Assessment For Learning**

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. Assessment Reform Group, 2002

At Holly Park we do not believe in a fixed mind set but rather support the idea of a ‘Growth mindset’ with opportunity for all pupils to succeed if taught and assessed effectively.

**Day-to day**

* Learning objectives made explicit and shared with pupils
* Success Criteria are shared with children
* Learning partners are used and changed weekly to support learning
* Peer and self-assessment is in use verbally and in written form. Pupils can provide useful insights into their own understanding.
* Pupils are engaged in their learning and given speedy feedback during the lesson and in marking
* Active learning is encouraged
* A range of rich questioning techniques are used to evaluate pupil understanding and move learning on and identify misconceptions
* Children are given 3 levels of challenge to choose an appropriate level of work that best suits them.
* Use of our Holly Park Learning Skills to ensure we are assessing skills and understanding as well as knowledge.

 **Periodic**

* A broader view of progress across subjects is used by the teacher and pupils by way of our Holly Park Learning Journeys. Each pupil in KS2 has their own learning journey which shows them the year group expectations in every subject. The learning journey enables pupils to self evaluate their own learning and to look at their next steps in learning. The learning journey will help us to move towards assessment without levels. This document is also a useful tool for moderation of work.
* Use of national standards in the classroom
* Use of Assessment weeks to support teacher assessments and to identify gaps and misconceptions. Commercially bought tests are from reputable companies and administered in line with test protocols.
* Improvements to medium-term curriculum planning

**Transitional**

• Formal recognition of pupils’ achievement

• Reported to parents/carers at parents evenings and at the end of the school year.

Most formative assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as ‘exit tickets’, class quizzes, etc.

Assessment information will be used to inform planning and to identify children who may need extra support.

**In-School summative assessment**

This type of assessment enables us to evaluate how much a pupil has learned at the end of a teaching period.

Assessment from Nursery to Y6 is recorded on a whole school tracker system.

The Nursery and Reception team make a summative judgement 6 times a year, based on information they gather from learning journeys and small group and individual assessments. This information is based on the appropriate 'Age and Stage' band for each individual child. Most nursery children are working within the 30-50 month stage. Most reception age children are working within the 40-60 month stage. These are kept on a whole school tracker. Information about how children are progressing will be shared at parent consultation meetings.

In Years 1-6 children are assessed against the following descriptors:

* Emerging -  At early stage of development in the objectives for a specific year group
* Developing in the objectives for a year group (prompting needed) this is below the expected standard of depth of application and understanding.
* Secure -  Exhibits skill with the objectives independently. This is the expected standard of depth of application and understanding with average application of learning.
* Greater Depth -  Exhibits skill spontaneously and with confidence either above the expected standard with depth of application and understanding with a good application of learning

Assessments will be made 6 times a year.  Each key performance indicator, mastery statement or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress.

A summative tracking system is updated 6 times a year for reading, writing and maths, SPAG will be recorded 3 times a year. Judgements will be made based on formative assessments of work in books, assessment feedback from the children and teaching teams and observations. The tracker document will contribute to Pupil Progress meeting discussions and toward accountability data.

Our tracker system aims to demonstrate progress and attainment in the short term but also over time. Ofsted does not expect performance data to be presented in a particular format. Data should be presented in a way that the school would ordinarily use to monitor the progress of pupils.

**Family consultations**

Consultation meetings for Nursery and Reception parents happen 3 times each year (one per term) and happen on an informal basis at the end of the school day. Family consultation evenings take place in the autumn and spring terms for children from Year 1 to Year 6. Children should attend these meetings and contribute to discussion about their attitude, learning behaviour, attainment and progress. Meetings are offered in the summer term after reports go home for anyone who wants to discuss the report further.

**Reports to parents**

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

**Nationally Standardised Summative Assessment**

This type of assessment is used by the government to hold schools to account.

**Reception Baseline and Profile**

At the start of the academic year in reception, staff assess where the children are at, however in 2015 we took part of a national pilot baseline assessment with Early Excellence. Children were assessed as to where they were in terms of ‘months’ at the start of reception.

Over the course of the academic year children in Reception are assessed against certain criteria. At the end of the year pupils are given a final assessment and given a Profile score of 1 – working below expectation, 2- expected, 3- working above expectation.

**Year One phonics check**

All children in Year 1 will participate in a phonics check.  This assessment will be administered by the Year 1 teachers.  Results are included within the Year 1 end of term report.

**National Assessment at the end of Key Stage 1 and Key Stage 2**

Children in Year 2 and Year 6 are assessed during May with National Assessments. The results of these assessments are reported annually to the parents. In 2016 a new series of assessments were introduced based on the new curriculum. Under this system which is still in place, children are deemed to be working at National Expectation, working towards National expectation or working at Greater Depth. The tests are marked using a raw score and then this is converted to a scaled score with 100 being expected.

**Inclusion**

Holly Park is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class.  High quality teaching is available to all children, including those with additional needs.  We work hard as a school to ensure that all additional support in the classroom is deployed effectively.  Where a child is not making the expected progress the class teacher will work alongside the Childrens’ Co-ordinator, parents and external agencies (where appropriate) to plan support.  We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. Each term following Pupil Progress Meetings we review and revise our Provision Map.  We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly.  Mrs Kelly, Children’s Co-ordinator, is available to provide advice to staff and families. We do not label any child by so called ‘ability’. All children are encouraged to achieve their best and become confident individuals living fulfilling lives.  See separate SEND policy for more information.

**The Governance, management and evaluation of assessment**

This policy will be reviewed in full by the Achievement Committee of the Governing Body on a yearly basis.

The policy will be managed in terms of marking and feedback by Phase leaders and SMT when they look at books.

National assessment will be managed and moderated by Phase leaders and the leadership team.

Formative assessment on our whole school tracker will be managed and moderated by the leadership team

Summative assessment in terms of ‘Assessment for learning’ will be managed and moderated through lesson observation.

There will be moderation opportunities provided for all school staff (but particularly for Reception, Y2 and Y6 teachers) throughout the school year with parallel teachers, Phase Leaders, teachers from year groups above and below and also with teachers from our partnership schools.

Teachers will be kept up to date with developments in assessment through links with our partnership schools, through Pupil progress meetings, through school based Inset and through courses led by Barnet. Y2 and Y6 teachers will attend courses about statutory arrangements. Those teachers will also participate in Barnet led moderation courses.

This policy should be read in conjunction with:

* Marking and Feedback Policy
* SEN policy

**Document Control**

**Revision History**

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| --- | --- | --- | --- |
| Version | Revision Date | Revised By | Revision |
| 1.0 | Autumn 2015 | Ann Pelham | Created in light of National initiative – Curriculum 2014, Assessment without levels and the Commission into Assessment without levels Sept 2015 |
| 1.1 | Spring 2016 | T&L Committee | Amended, adopted & ratified |
| 1.2 | Spring 2017 | T&L Committee | Amended, adopted & ratified |
| 1.3 | Spring 2018 | T&L Committee | Amended, adopted & ratified |
| 1.4 | Spring 2019 | T&L Committee | Amended, adopted & ratified |
| 1.5 | Spring 2020 | T&L Committee | Amended, adopted & ratified |

**Signed by**

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| --- | --- | --- | --- |
|  | Name | Signature | Date |
| Headteacher | Ann Pelham |  |  |
| Chair of Governors | Tim Graveney |  |  |

**Distribution**

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| Shared with |
| * Staff via school server
* Parents via Website
* Governors via committee meetings
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| Date for next review |
| Spring 2021 |

**The Holly Park Assessment Process**

**Ongoing Formative Assessment**

Pupils act on feedback both verbal and written

Pupils (in collaboration with peers and teachers) identify next steps in learning

Pupils assess their own learning and that of their peers

Pupils have an understanding of learning objectives and success Criteria

Pupils assess their own ideas through the use of learning partners

Pupils select their own level of challenge and adapt if necessary

Teachers adapt pace, content and challenge for pupils

Teachers gather evidence through questioning, activities and tasks

Teachers involve pupils in learning objectives and success criteria

Teachers plan opportunities to elicit knowledge and skills

Teachers give pupils time to reflect

Teachers give feedback about how to improve

**Monitoring of Pupil Progress**

A manageable system of tracking is in place

There is a shared understanding of progression

Teachers take part in moderation in order to align judgements

Teachers base summative judgements on a range of evidence

**In School Summative Assessment**

Summaries of pupil progress across the cohort draw on a range of information

Parents receive oral and written reports that identify strengths and areas for development

Teachers summarise what pupils can do

**Whole School Reporting**

National statutory assessments