



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 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

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 (that which is put on our whole school tracking system each term and also national end of key stage data) 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

The revised EYFS curriculum places emphasis on the practitioners professional knowledge and judgements which are beyond the evidence shown in books. Whilst there is no longer any requirement for lots of formal record keeping in EYFS, our Nursery and Reception staff will informally monitor development and keep some records in a floor book which includes photographs, drawings, post it notes, observations and pupil comments

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 often shared with children
- Learning partners are used and changed regularly 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 sometimes given 3 levels of challenge to choose an appropriate level of work that best suits them.
- There are often open ended and differentiated tasks
- Use of our Holly Park Learning Skills to ensure we are assessing skills and understanding as well as knowledge.

Periodic

- Use of national standards in the classroom especially in writing
- In KS2, there is 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 based on information they gather from individual assessments. This information is based on the teacher's professional judgement of child development and how each individual child is making progress against Development matters which gives signposts for children who are 3-4 years and 4-5 years. The teachers use these to guide their planning. By July, most Reception children should be working in line with the statements for the early Learning Goals.

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

- Below - At early stage of development in the objectives for a specific year group
- Working Towards - this is below the expected standard of depth of application and understanding.

- Expected - 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

Judgements will be made 3 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 3 times a year for reading, writing and maths and SPAG. 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 formative 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

When children start Reception, there is a national baseline test which is done within a child's first 6 weeks of reception. Holly Park staff have compiled an 'on entry' assessment based on their knowledge of child development for nursery and Reception which is completed based on observations by practitioners when children start school.

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 the National Phonics Screening. This assessment will be administered by the Year 1 teachers. Results are included within the Year 1 end of term report. Year 2 children who did not meet the standard in Year 1 will also retake the screening check.

Year Four Multiplication Check

All children in Year 4 will participate in an online multiplication check. This assessment will be administered by Holly Park school staff. Results are included within the Year 4 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.

Children who are working below the level of the Key Stage are assessed against the SEN Engagement model criteria.

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 Children's 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 T&L 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 Senior Management Team.

Formative assessment on our whole school tracker will be managed and moderated by the Senior Management 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. Release time is provided for this as necessary.

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

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
1.7	Spring 2021	T&L Committee	Amended, adopted & ratified
1.5	Spring 2022	T&L Committee	Amended, adopted & ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		March 2022
Chair of Governors	Clare Hegarty		March 2022

Distribution

Shared with
<ul style="list-style-type: none">• Staff via school server• Parents via Website• Governors via committee meetings

Date for next review
Spring 2023

Holly Park Foundation Subject Assessment Strategy

Target	Strategies	Outcomes
<p style="text-align: center;"><u>Lesson</u> (Teacher)</p>	<ul style="list-style-type: none"> • Use of enquiry questions, in place of learning objectives. • Teacher plans for questioning – what to ask and which pupils to target (based on prior learning outcomes). • Awareness of pupil engagement in lessons. Are they participating? Do they ask questions? • Pupil reflection time at the end of the lesson - can they answer the enquiry question, what do they now know that they didn't before? • Pupil's work evaluated in accordance with our marking policy – misconceptions addressed in following lesson/s. • As pupils carry out activities and tasks – moving around the room, working with groups, checking work, answering questions and offering support. Directly intervening and addressing misconceptions. 	<ul style="list-style-type: none"> • Teacher is aware of individual pupils' understanding & progress. • Long term memory is supported through effective teaching. • Pupil's book demonstrates understanding – they have answered the enquiry question. • Pupil can answer the enquiry question, verbally. • Pupil can remember more. • Teacher can assess the effectiveness of the lesson – if necessary, make future adaptations and/or adjustments.
<p style="text-align: center;"><u>Unit</u> (Teacher, Subject Leader, Curriculum Lead)</p>	<ul style="list-style-type: none"> • Evidence collated for teacher evaluation. • Learning Organiser used as basis to carry out an informal assessment (independent or group activity): quiz, mind map drawn, • Learning Organiser used as basis to carry out a formal assessment (independent activity) – piece of writing, series of questions. • Pupil voice session carried out by Subject Leader (SL) or Curriculum Lead (CL). • If relevant, pupil asked to respond to questioning in other subject areas or in future learning that links to this topic. • A 'final piece'. Final piece of work (or activity) that requires pupils to apply their knowledge and/or skills acquired over the unit. 	<ul style="list-style-type: none"> • Pupil clearly demonstrates good understanding. • Pupil is aware they are learning and is proud of their progress. • Teacher can identify gaps in learning and address. • Pupil can refer to prior learning in a topic and make any relevant connections. • Pupil can draw on knowledge of the topic in other areas of the curriculum • Teacher can identify potential areas for support moving forward (skills or knowledge). • Teacher can analyse effectiveness of teaching and make future improvements.
<p style="text-align: center;"><u>Subject</u> (Teacher, Subject Leader, School Improvement Team, Curriculum Lead, Senior Leadership Team)</p>	<ul style="list-style-type: none"> • Subject monitoring is effectively and efficiently planned out to ensure coverage. • Senior Leadership Team (SLT) provide time, where possible, for SL's to monitor and develop their subjects. • SL carries out regular monitoring through book looks and pupil voice. Feedback given to teaching staff. • Pupil voice through the Learning Council. 	<ul style="list-style-type: none"> • SLT are aware of pupils' knowledge and skills acquisition and can act accordingly. • SL's are aware of the strengths and areas for development in their subjects and can act accordingly. • SLT are able to target professional development effectively to support teachers and therefore improve outcomes in subjects for pupils.

	<ul style="list-style-type: none"> • SL draws up an 'Action Plan' with targets for improvement over the year. • SL collates evidence that can be reviewed by the School Improvement Team (SIT) & SLT. Feedback given to teaching staff. • CI monitoring against the Learning Organisers – are they being followed? Are pupils learning and remembering effectively? Feedback given to relevant staff. • SLT carry out formal observations, learning walks & book looks; followed by feedback and discussions. • SLT set appraisal targets for SL's. 	<ul style="list-style-type: none"> • Teachers feel confident in delivering subjects – teaching is improved. • Better knowledge and skills acquisition for pupils.
<p style="text-align: center;"><u>Curriculum</u> (Senior Leadership Team, Governors)</p>	<ul style="list-style-type: none"> • Curriculum monitoring is effectively and efficiently planned out to ensure coverage. • Foundation subjects for development are included in the School Improvement Plan (SIP). Subsequent actions and results are reported to governors. • SIP updates and actions are monitored through SLT, SIT and relevant governor meetings. • SLT coordinate actions taken and assess effectiveness of any new measures or initiatives put in place. • Curriculum mapped to have meaningful links – to be broad, balanced & reflect the diversity in our community. • Additional trips, curriculum days, whole-school initiatives are monitored to ensure coverage of subjects. Ensure they support and enhance classroom learning as well as our provision of cultural capital for pupils. • Monitoring of curriculum offer – adapting to our school community. • Governor Learning Walks. 	<ul style="list-style-type: none"> • The school's curriculum is sequentially planned, broad & balanced and adapted to our unique school community. Pupils respond to learning and make progress as a result. • Pupils tell us they enjoy learning at Holly Park. They recognise and are proud of their achievements. • Pupils can make links across subjects and learning. • SLT adapt and review the curriculum, where necessary.

