



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 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 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

Ofsted

- 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. Data can be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

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 SLT, 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. Data is also used by teachers to inform future planning, interventions and for analysis by new teachers at the start of each year.

Some information may 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 works, takes into account teacher workload and wellbeing and is a useful tool to aid future 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.

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. Teachers make time, where appropriate, to provide targeted, verbal feedback to pupils that address misconceptions and provide suggestions for improvement See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess and reflect on their work. 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. We support our pupils to be independent, resilient learners and to use feedback in order to move their own

Day-to day

- Learning objectives and/or enquiry questions 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. Pre-planned questioning is also used to directly address specific misconceptions and target individual pupils.

- Children are sometimes given varying levels of challenge to choose an appropriate level of work that best suits them. Tasks and activities are planned and adapted to provide a suitable level of challenge for all children.
- There are often open ended and adapted tasks
- Use of our Holly Park Learning Skills to ensure we are assessing skills and understanding as well as knowledge.
- Work is adapted to suit learners of all abilities.

Periodic

- Use of national standards (checklists) in the classroom especially in writing. Writing is assessed against the National Standards for each year group.
- Termly 'Assessment Weeks' take in place in KS2 in order to gauge a fair and accurate measure of pupils' current ability and progress. Outcomes are uploaded on to the school's pupil tracker system for analysis by relevant Key Leaders and/or SLT.

Transitional

- Formal recognition of pupils' achievement
- Reported to parents/carers at parents evenings and at the end of the school year.
- At the end of each academic year a 'Handover Assessment Form' is completed by every class teacher to inform the next teacher of any pupils who may working above or below the expected standard for Foundation Subjects.

Most formative assessment information will be collected through observations, evidence 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, monitor progress, inform end of year reports and to identify children who may need extra support.

In-School summative assessment

Summative assessment allows all staff to evaluate what has been learnt and how much progress has been made across an extended teaching period

In Lessons:

- Use of learning objectives or enquiry questions
- 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.

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

A summative tracking system is updated 3 times a year for reading, writing and maths and SPAG. In KS2, this is informed by formal assessments that take place during an Assessment Week, towards the end of each term. In KS1 and EYFS 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 2

Children in Year 6 are assessed during May with National Assessments. The results of these assessments are reported annually to the parents. Under this system, 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 SEND 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 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 T&L Committee of the Governing Body on a biannual basis.

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

National assessment will be managed and moderated by the SLT.

Formative assessment on our whole school tracker will be managed and moderated by SLT.

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, 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
- Teaching & learning Policy
- SEND policy

Appendix

1. Holly Park Foundation Subject Assessment Strategy document
2. EYFS Foundation subject End of Unit Assessment Strategies
3. KS1 Foundation subject End of Unit Assessment strategies
4. KS2 Foundation subject End of Unit Assessment Strategies
5. Reading Assessment Strategies
6. Maths Assessment strategies
7. End of year Handover assessment sheet

Document Control



This policy will be updated bi annually

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
1.6	Spring 2022	T&L Committee	Amended, adopted & ratified
1.7	Spring 2023	T&L Committee	Amended, adopted & ratified
1.8	Autumn 2023	T&L Committee	Amended, adopted & ratified

Signed by

Name	Signature	Date
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Headteacher	Ann Pelham		December 2023
Chair of Governors	Clare Hegarty		December 2023

Distribution

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

Date for next review
Autumn 2025

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.

Early Years Foundation Subject End of Unit Assessment Strategies

Art

At the end of each unit:

- Use Floor Books, Special Books and Class displays to analyse and check development of skills.
- Have they been influenced by the artist's work? Have they developed and improved relevant skills for the unit?
- Identify possible next steps and, where possible or necessary, share with the pupil. What have they done well and what could they develop moving forward?
- Share any areas of note (where possible) with parents through consultations and end of term report. Significant areas of strength or for development to be discussed during handover meeting

Computing

At the end of each unit:

- Use evidence in floor books and class discussions to analyse and check the pupil's development in computing. Have they effectively developed, improved on and applied relevant skills?
- Have pupils been able to offer a verbal explanation as to what they have been working on and how they may overcome any difficulties they encounter?
- Create a floor book entry and invite pupils to provide comments that demonstrate their understanding and engagement with the unit.
- Identify possible next steps and, where possible or necessary, share them with the pupil. What have they done well and what support may they require in the future?
- Share any areas of note with pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be discussed during handover meeting.

Design & Technology

At the end of each unit:

- Use Floor Books, Special Books and Class displays to analyse and check development of skills.
- Have they developed and improved the relevant skills?
- Identify possible next steps and feedback. What have they done well what should they develop moving forward?
- Create a floor book entry and invite pupils to provide comments that explain and reflect on the process and provide an opinion on the outcome of their product.
- Share any areas of note with pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development are to be discussed during handover

Geography

At the end of each unit:

- An informal assessment carried out during whole class discussion using evidence in Floor Books
- Does they demonstrate that they have developed and improved upon their geographical skills? Do they demonstrate a good understanding of the topic and can they apply some key vocabulary?
- Is they able to answer the unit enquiry question?
- Create a floor book entry and invite pupils to provide comments that seek to answer the unit enquiry question.
- Identify possible next steps and, where possible or necessary, share with the pupil. What have they done well what could they develop moving forward?
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be discussed during handover meeting

History

At the end of each unit:

- An informal assessment carried out during whole class discussion using evidence in Floor Books
- Has the pupil acquired knowledge of the subject? Can they name some key figures including people in their own lives and events? Do they use relevant vocabulary?
- Create a floor book entry and invite pupils to provide comments that demonstrate the knowledge and understanding of the unit topic.
- Identify possible next steps and, where possible or necessary, share with the pupil. What have they done well what could they develop moving forward?
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be discussed during handover meeting

Physical Education

At the end of each unit:

- An informal assessment carried out during whole class discussion using photographic evidence in Floor Books
- Discussion with class to analyse and reflect upon the pupil's development of skills. Have they developed and improved upon the specific skills?
- Identify possible next steps and (where necessary) feedback to the pupil. What have they done well and what should they develop in PE moving forward?
- You could create a floor book entry and invite pupils to provide comments that demonstrate their identification of the skills they have developed over the unit.
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be discussed during handover meeting

Personal Social Health Economic

At the end of each unit:

- An informal assessment carried out during whole class discussion using evidence in Floor Books, record responses on post it notes to put in Floor Book
- Reflect on pupils' understanding and engagement during lessons. Did they join in discussions, share their opinions and demonstrate their understanding of topics? Are there any methods that could assist pupils, moving forward?
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be discussed during handover meeting

Religious Education

At the end of each unit:

- Do they demonstrate a good understanding of the unit content? Do they understand and can they apply relevant vocabulary? Are they able to answer the key enquiry question?
- Create a floor book entry and invite pupils to provide comments that demonstrate the knowledge and understanding of the unit topic or they could write a response to the key enquiry question.
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development are to be discussed during handover meeting

KS1 End of Unit Assessment Strategies

Art

At the end of each unit:

- Where relevant, use pupil's sketch book as a basis to analyse and check their development of skills. Have they identified aspects of the artist's work? Have they developed and improved relevant skills for the unit?
- Does the 'end piece' reflect relevant learning and show desired outcomes?
- Identify possible next steps and, where possible or necessary, share with the pupil. What have they done well and what could they develop moving forward?
- Share any areas of note (where possible) with parents through consultations and end of term report. Significant areas of strength or for development to be noted on Handover Assessment Form.

Computing

At the end of each unit:

- Where possible, use an end piece as a basis to analyse and check the pupil's development in computing. Have they effectively developed, improved on and applied relevant skills?
- Have pupils been able to offer a verbal explanation as to what they have been working on and how they may overcome any difficulties they encounter?
- Create a floor book entry and invite pupils to provide comments that demonstrate their understanding and engagement with the unit.
- Identify possible next steps and, where possible or necessary, share them with the pupil. What have they done well and what support may they require in the future?
- Share any areas of note with pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.

Design & Technology

At the end of each unit:

- Use evidence from the design process and the finished product as a basis to analyse and check the pupil's outcomes. Have they developed and improved the relevant skills for the unit?
- Identify possible next steps and feedback. What have they done well what should they develop moving forward?
- Create a floor book entry and invite pupils to provide comments that explain and reflect on the process and provide an opinion on the outcome of their product.
- Share any areas of note with pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development are to be noted on the Handover Assessment Form.

Geography

At the end of each unit:

- An informal assessment is to be carried out. This should focus (primarily) on substantive and disciplinary knowledge acquisition. It could be carried out on whiteboards, as a class or an activity recorded in their books.
- Combine the above with work carried out over the unit and evidence in books. Does the pupil demonstrate they have developed and improved upon their geographical skills? Do they demonstrate a good understanding of the topic and can they apply some relevant vocabulary? Is the pupil able to answer the unit enquiry question?
- Create a floor book entry and invite pupils to provide comments that seek to answer the unit enquiry question.
- Identify possible next steps and, where possible or necessary, share with the pupil. What have they done well what could they develop moving forward?

- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.

History

At the end of each unit:

- Where possible, an informal assessment is to be carried out (dependent on the unit topic). This should focus (primarily) on knowledge acquisition. It could be carried out on whiteboards, as a class or an activity recorded in their books.
- Combine the above with work carried out over the unit as evidenced in their books. Has the pupil acquired knowledge of the subject? Can they name some key figures, dates and events? Are they beginning to develop their critical thinking skills? Do they recognise the significance of certain aspects? Do they use relevant vocabulary?
- You could create a floor book entry and invite pupils to provide comments that demonstrate the knowledge and understanding of the unit topic.
- Identify possible next steps and, where possible or necessary, share with the pupil. What have they done well what could they develop moving forward?
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.

Physical Education

At the end of each unit:

- Where possible use an end piece (dance, gymnastic sequence, participation in a match) as a basis to analyse and reflect upon the pupil's development of skills. Have they developed and improved upon the specific skills for the unit?
- Identify possible next steps and (where necessary) feedback to the pupil. What have they done well and what should they develop in PE moving forward?
- You could create a floor book entry and invite pupils to provide comments that demonstrate their identification of the skills they have developed over the unit.
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.

Personal Social Health Economic

At the end of each unit:

- Reflect on pupils' understanding and engagement during lessons. Did they join in discussions, share their opinions and demonstrate their understanding of topics? Are there any methods that could assist pupils, moving forward?
- Pupils could carry out a short self-assessment (verbal or a floor book entry) that encourages them to reflect on what they have covered in the unit.
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report.

Religious Education

At the end of each unit:

- An informal assessment could be carried out. Do they demonstrate a good understanding of the unit content? Do they understand and can they apply relevant vocabulary? Are they able to answer the key enquiry question?
- Does any work evidenced demonstrate the pupil has understood the religious and wider aspects of the unit (learning 'about' and learning 'from' the religion)?
- Create a floor book entry and invite pupils to provide comments that demonstrate the knowledge and understanding of the unit topic or they could write a response to the key enquiry question.
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development are to be noted on the Handover Assessment Form.

KS2 End of Unit Assessment Strategies

Art
At the end of each unit:
<ul style="list-style-type: none"> • Use pupil's sketch book as a basis to analyse and check their development of skills. Have they effectively analysed artist? Have they developed and improved the relevant skills for the unit? • Does the 'end piece' reflect relevant learning and show the desired outcomes. • Identify possible next steps and feedback to pupil. What have they done well and what should they develop moving forward? • Share any areas of note with pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.
Computing
At the end of each unit:
<ul style="list-style-type: none"> • Where possible, use an end piece as a basis to analyse and check pupil's development of skills. Have they effectively developed, improved on and applied relevant skills? • Can pupils offer an explanation (written or verbal) as to what they have been working on and how they may overcome or have overcome any difficulties they encountered? • Does the 'end piece' or work carried out over the unit reflect relevant learning and show the desired outcomes? • Identify possible next steps and feedback to the pupil. What have they done well what should they develop moving forward? • Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development is to be noted on the Handover Assessment Form.
Design & Technology
At the end of each unit:
<ul style="list-style-type: none"> • Use pupil's sketch book as a basis to analyse and check their development from their design through to the finished product. • Use the finished product as a basis to analyse and check the pupil's outcomes. Does it reflect their initial plan? • Have they effectively analysed their process and made a sensible suggestion for what they could have done to improve their work? • Have they developed and improved the relevant skills for the unit? • Identify possible next steps and feedback. What have they done well what should they develop moving forward? • Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.
Geography
At the end of each unit:
<ul style="list-style-type: none"> • An informal or formal assessment is to be carried out. This should focus (primarily) on substantive and disciplinary knowledge acquisition. Do they demonstrate a good understanding of the topic and can they apply relevant vocabulary? Is the pupil able to answer the unit enquiry question? • Does the sequence of learning evidenced in books demonstrate the pupil has developed and improved upon their geographical skills? • Identify possible next steps and feedback. What have they done well what should they develop in geography moving forward?

- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.

History

At the end of each unit:

- An informal or formal assessment is to be carried out. This should focus (primarily) on knowledge acquisition. Do they demonstrate a good understanding of the topic (key figures, dates) and can they apply relevant vocabulary?
- Does the sequence of learning evidenced in books demonstrate the pupil has developed and improved their ability to work as a historian? Have they developed their critical thinking skills? Can they analyse evidence and do they realise the consequences and significance of events?
- Identify possible next steps and feedback. What have they done well what should they develop in history moving forward?
- Share any areas of note with pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.

Physical Education

At the end of each unit:

- Where possible use an end piece (dance, gymnastic sequence, participation in a match) as a basis to analyse and reflect upon the pupil's development of skills. Have they developed and improved upon the specific skills for the unit?
- Identify possible next steps and feedback to pupil. What have they done well what should they develop moving forward?
- Share any areas of note with pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development to be noted on the Handover Assessment Form.

Personal Social Health Economic

At the end of each unit:

- Reflect on pupils' understanding and engagement during lessons. Did they join in discussions, share some opinions and demonstrate their understanding of topics? Are there any methods that could assist pupils, moving forward?
- Pupils could carry out a short self-assessment (verbal, recorded in books or a floor book entry) that encourages them to reflect on what they have covered in the unit.
- Does any written work (or other evidence) demonstrate their understanding?
- Share any areas of note with pupil and (where possible) with parents/carers through consultations and the end of term report.

Religious Education

At the end of each unit:

- An informal assessment could be carried out. Do they demonstrate a good understanding of the unit content and can they apply relevant vocabulary? Are they able to answer the key enquiry question?
- Does the sequence of learning evidenced in books demonstrate the pupil has understood the religious and wider aspects of the unit (learning 'about' and learning 'from' the religion)? Have they developed their critical thinking skills? Have they analysed and demonstrated their development in ideas when working on the enquiry question?
- Identify possible next steps and feedback. What have they done well what should they develop in RE moving forward?
- Share any areas of note with the pupil and (where possible) with parents/carers through consultations and the end of term report. Significant areas of strength or for development are to be noted on the Handover Assessment Form.

Reading Assessment Strategies

EYFS Reading

Formative:

- Does the pupil have a positive attitude to reading? Do they spend time looking at/ reading books from the book areas? Do they read and have access to books at home?
- **Nursery** observe children's appropriate handling of books, turning pages etc. Observe children's interest in pictures in books. Note children's understanding of simple story sequences, can they answer simple questions about stories? Do they have favourite books? Do they show awareness of printed text? Assess children's comprehension during story times and then use Intervention Groups for those who are not at expected level for comprehension
- **Reception** Observe children's ability to use phonic skills to read relevant Bug Club books. Can they identify and blend sounds? Can they read some common irregular words? Are they making expected progress? Do they require additional support with phonics? Do they require support with communication/comprehension skills?
- Can they retell core stories? Can they discuss texts and answer some open questions about texts.

Summative:

- **End of Nursery** small group/1:1 story assessment. Outcomes recorded on Insight Tracker, SEN outcomes noted on SEN Provision Map. Outcomes communicated with Reception Staff at Handover Meeting.
- **Reception** complete Phonics Tracker every half term
- Summer Term assess and note children's ability to read a new Bug Club Phase 3 book
- Foundation Stage Profile completed in Summer Term.
- Insight Tracker updated termly
- SEN Provision Maps for Phonics termly

KS1 Reading

Formative:

- Does the pupil have a positive attitude to reading? Do they choose to read? Do they read and have access to books at home?
- Observe and note their ability to de-code in the relevant Guided Reading Record. Can they identify and blend sounds? Are they making expected progress? Do they require additional support with phonics?
- Are they developing their reading aloud to include expression? Are they beginning to vary intonation and tone?
- Can they discuss and respond to questions about the text appropriately? Refer to VIPERS/content domain to ensure coverage of the individual comprehension skills. Note specifics in the relevant Guided Reading Record. Is this progressing appropriately or might they require additional support?
- Written comprehension activities and/or papers can be carried where the teacher feels is appropriate.

Summative:

- Read with pupils individually, on the first week of each half term.
- Update Phonics Tracker every half term
- End of Key Stage written comprehension to be carried out in Year 2 towards the end of the summer term to assess pupils' current ability and progress from EYFS. Results are recorded on Insight - our pupil tracker.

KS2 Reading

Formative:

- Does the pupil have a positive attitude towards reading? Do they choose to read? Do they read and have access to books at home? Are they taking part in the Reading Challenge?
- During guided reading sessions, observe and note their ability to de-code in the relevant Guided Reading Record. Do they have the confidence to decode unfamiliar words using their phonetic skills?
- When reading aloud do use expression? Do they vary intonation and tone to show understanding?

- During guided reading sessions, determine whether pupils can discuss and respond to questions about the text appropriately. Refer to VIPERS/content domain to ensure coverage of the individual comprehension skills. Note specifics in the relevant Guided Reading Record. Is this progressing appropriately or might they require additional support?
- Reading Journals should be used to carry out simple written activities to support and improve written comprehension skills. Verbal feedback should be given, written if deemed appropriate.

Summative:

- Written comprehensions should be carried out at the end of each term. The results of this will be used to determine pupils' current ability and progress throughout the year. Where appropriate, If a child is deemed to be working 'below' the expected level, they could take a test for an appropriate year group in order to monitor progress. Results are recorded on Insight - our pupil tracker.
- Year 6 will carry out the KS2 National Test for Reading.

Religious Education	
Above Expected	Below Expected