



THE ABBEY CE VA PRIMARY SCHOOL

Together we learn, we care, we achieve –
for ourselves, for each other, and for the community in which we live.

Assessment Policy

Date policy approved and adopted: February 2021
Date of next review: February 2024

Introduction:

Assessment is an integral part of the teaching and learning process. It is on-going and informs decisions about planning future work, target setting and the curriculum. It should help match teaching provision to learning and ensure progression. It should identify special needs, at both ends of the ability range, and should acknowledge achievements.

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve their work. This allows us to base our lesson plans on a detailed knowledge of each pupil.

We provide assessment information to our Governing Board to ensure they can hold the school to account on educational performance with end of Key Stage 1 and 2 data along with Year 1 Phonics Screening data. Cohort and group specific data is shared with governors within termly Hertfordshire Improvement Partner (HIP) reports and trends help inform our School Development Plan priorities.

Aims and objectives of assessment

The aims and objectives of assessment at the Abbey School are:

For our children:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;

For our teachers and senior leadership team:

- to allow teachers to plan work that accurately reflects the needs of each child;

For our parents:

- to provide regular information for parents that enables them to support their child's learning;

For our governing board:

to ensure that learning is taking place and that children are achieving their full potential in a range of contexts;
to provide the headteacher and governors with information that allows them to make judgments about the effectiveness of the school;

These aims and objectives are equally important for all pupils regardless of gender, race, religion, or those with special educational needs.

Methods of assessment

There are two main approaches to assessment - formative and summative. Formative assessment is an ongoing process involving constructive feedback to pupils.

Summative assessment usually takes the form of a test of a structured assessment activity which enables teachers to gauge pupil's achievements at a given stage.

Our methods of assessment are:

- day to day feedback and marking for improvement
- observation, using criteria linked to the National Curriculum;
- phase descriptors for each area of the curriculum, identifying next steps
- verbal feedback with the children;
- written evidence, some annotated, dated and signed;
- through statutory and non-statutory assessments

How we assess

Teaching is based on the National Curriculum (NC) 2014. Teachers plan lessons with clear Learning Intentions (LI) appropriate to the children's prior attainment and NC expectation. Plans are annotated with identification of children who have exceeded or not achieved the LI. Plans are saved and stored centrally.

We use the Hertfordshire PA Plus assessment grids to assess the children in Year 1-6 at the end of each term or section of work, in reading and writing and the teachers use White Rose assessment to assess mathematics after every unit.

Year 1-6 children are assessed individually for writing using the TAF (Teacher Assessment Framework) These assessment sheets are attached to each child's English book and are highlighted and / or dated as the assessments are made. Reading TAFs are used for ability grouped children. In maths, the children are individually assessed using the White Rose 'end of unit tests'.

Summer term formal assessments take place and inform teacher assessment in Year 3-5. Year 2 and 6 sit formal NC assessments, of which Year 2 informs the teacher assessment.

Each term teaching staff moderate core subject examples of work and undertake agreement trialing.

We strive to ensure that all tasks set are appropriate to each child's level of ability. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Special Educational Needs

Where there are concerns regarding a child's progress, attainment or behavior teachers may consult with the SENCO to carry out additional assessments using specific tools to explore individual's difficulties. The information gleaned from this informs future provision in class.

The SENCO monitors the progress made by SEN identified children with the headteacher using AM7. Interventions are set up as needed and monitored by the SENCO. Provision Maps are created outlining the provision within each class.

Some children work with outside agencies such as SALT, OT. These professionals carry out regular assessments and share information with relevant staff. CAPPS assessment tracking sheets have been introduced for SEN children to show small steps of progress and next steps which is not otherwise shown.

Target setting

Targets are set for the end of the summer term in Year 1-6 for reading, writing and maths and for particular cohorts of children using AM7. These are reviewed by the school's senior leaders and HIP in the autumn term, ensuring that they are challenging.

Individual targets are based upon the previous year's summative assessments following end of year tests and shared with parents in the annual report. The assessment coordinator discusses these targets with the class teachers during the early part of the autumn term.

Progress against targets is reviewed in December, February and at the end of the academic year. In addition, individual or group targets will be set for pupils in English and maths which focus on the next step in a child's learning e.g. Please begin all sentences with a capital letter. All children are made aware of their own learning targets, and are encouraged to take responsibility for working towards their targets and thus make progress in their learning.

Recording

The assessment information relating to maths and English is recorded on class monitoring sheets, filed in the Assessment File for each cohort of pupils. This enables class teachers to monitor a child's individual progress throughout each year, and enables the headteacher and assessment coordinator to monitor progress throughout a child's time at the school. Records are also kept by the headteacher and assessment coordinator. All records in the Assessment File are passed on to the next class teacher at the end of the academic year.

A sophisticated computerised system, Assessment Manager 7 (AM7), is used to track pupil progress. Records of ongoing assessments and tests in all curriculum areas will be kept in the cohort assessment file, and passed to the next teacher.

Foundation Stage assessment

We assess the children in the Reception class against the Early Learning Goals. This is the expectation for entry into Year 1 at the end of the Reception year.

The Foundation Stage Profile is completed over the year as an on-going assessment. Observations are noted in an observation book, on assessment tracking sheets, on an electronic profile application called 'Evidence Me' and on AM7. All practitioners working in the Reception year setting make entries in the book and on the e-profile using wording that relates to the Early Learning Goals to provide a consistent term of reference.

Reception children are assessed on entry (baseline) and exit into Year 1. They are also assessed at the end of the Spring and Summer terms.

Abbey School Assessment Cycle

Autumn term:

September

Summer data passed onto next teacher in transition meeting. Reception children baseline assessed on entry.

Autumn Term Curriculum Meeting for parents from R-6 with class teacher and Headteacher to discuss curriculum, assessment, teaching and learning strategies and to go through the autumn curriculum letter and autumn term vocabulary list to assist parents supporting at home.

October

Ten minute parent consultation for parents with class teacher, books available for parents.

Consultation sheet provides parents with end of summer term attainment using Age Related Expectation vocabulary from Year 2-6. Or Reminds parents of end of summer data from previous year group.

Securely Within Age Related Expectation (ARE)	Working Towards ARE	Below ARE	Above ARE
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English and maths strengths and areas of development for Years R-6 based on end of summer term data is shared with parents.

SEN Learning Passport Reviews with parent, child, SENCO and teacher.

December

Books available for parents to look at with their child. Follow up meeting can be arranged with teacher if parent wishes.

End of term assessments carried out and review of progress towards targets in termly pupil progress meeting with teacher and SLT.

Spring term:

January

Spring Term Curriculum Letter and Vocabulary List sent home for Years R-6.

February

Ten minute parent consultation for parents with class teacher, books available for parents. Consultation sheet may be provided to parent in on arrival.

Consultation sheet provides parents with accurate attainment based on end of autumn assessments using Age Related Expectation vocabulary from Year 1-6.

Securely Within Age Related Expectation (ARE)	Broadly Within ARE	Below ARE	Above ARE
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English and maths strengths and areas of development for Years R-6 based on end of autumn term data is shared with parents. SEN Learning Passport Reviews with parent, child, SENCO and teacher.

March

Books available for parents to look at with their child. Follow up meeting can be arranged with teacher if parent wishes.

Year 1, 2 and 6 parent meetings held regarding Year 2 and 6 end of Key Stage assessments and Year 1 phonics screening.

Summer term:

April

Summer Term Curriculum Letter and Vocabulary List sent home for Years R-6.

May

Year 1 phonics screening takes place.

Year 2 end of Key Stage 1 assessments take place to inform teacher assessment.

Year 6 end of Key Stage 2 assessments take place and are externally marked.

Year 3-5 formal assessments take place to inform teacher assessments.

June

SEN Learning Passport Reviews with parent, child, SENCO and teacher.

Review of progress towards targets in termly pupil progress meeting with teacher and SLT.

July

Following the May assessment period all parents receive an annual report covering all areas of the curriculum. In this report attainment, progress and effort is detailed in core and foundation subjects.

	Progress			National Curriculum Age Related Expectation				Attitude and Effort			
	Expected progress	Some progress	Exceeded	Securely within	Broadly within	Below	Above	Positive and well-motivated at all times	Interested and motivated most of the time	Interested and motivated some of the time	Lacks motivation
Reading											
Writing											
Maths											
Science											

The annual reports to parents identify target areas for the next school term in reading, writing, Maths and science for children in Years 1-6. We provide an opportunity for children to evaluate their own performance at the end of the year.

If there are any queries that parents would like to discuss from their child's report there is an informal opportunity to see the teacher at the annual Open Evening in July. Alternatively, appointments can be arranged via the School Office for a more formal discussion. Books are available for parents to look at with their child during the Open Evening.

Parents are invited to comment on the additional copy of page of the report which will be addressed at the Open Evening or the October parent's consultation.

Year 1 parents receive results of phonics screening check.

Year 2 and 6 parents receive results of end of Key Stage assessments.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. The Abbey School Marking and Feedback policy details the school's approach.

We give children verbal feedback on their work as much as possible. This may take place when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we give written feedback.

When we give any feedback to a child, we relate this to the learning intention for the lesson. We identify what the child needs to do next in order to improve future work. The children are informed about the targets that they are working towards. We build in opportunities for feedback during lessons as it informs if they have met the Learning Intention and Success Criteria.

We encourage the children to make comments and assessments about their own work and the work of fellow pupils. Where appropriate, we encourage older pupils to be the first markers of some pieces of work.

Teachers highlight successes in the children's work. Children are encouraged to comment on and/or highlight their own and other children's successes in relation to the learning intention of some lessons.

We allow time for the children to absorb any comments written on their work and edit their work where necessary. We do this to ensure that marking has an impact on the children's progress.

SEN children with Learning Passports have an opportunity to discuss their targets with the SENCO and class teacher and have their views listened to.

Monitoring and review

Our Assessment coordinator is responsible for monitoring the implementation of this policy, and its review with the governor responsible for assessment.