



Squirrel Hayes First School

Policy Reviewed on	March 2016	March 2017	March 2018	Feb 2019	Feb 2022	Sept 2023	Sept 2024
Policy Owner Signature	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	A H	EJP	EJP
Policy adopted by the Governing Body on	March 2016	March 2017	March 2018	March 2019	Feb 2022	Oct 2023	Oct 24
Chair of Govs/Committee Signature							
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Version	02	03	04	05	06	07	08

Assessment Policy

This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment. 1

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Introduction

At Squirrel Hayes First School we are committed to ensuring that all learners feel valued and achieve their full potential. Purposeful and accurate assessment is essential to inform personalised learning, supporting learners to make progress through developing new skills; measuring attainment and what has been achieved. Assessment is an integral part of teaching and learning. This policy should be read in conjunction with the Marking and Feedback and Teaching and Learning policies.

Our Principles of Assessment

1. Assessment is at the heart of teaching and learning.
 - Assessment provides evidence to guide teaching and learning.
 - Assessment provides the opportunity for learners to demonstrate and review their progress.
2. Assessment is fair.
 - Assessment is inclusive of all abilities.
3. Assessment is honest.
 - Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - Assessment judgements are moderated by experienced professionals to ensure accuracy.
4. Assessment is ambitious.
 - Assessment places achievement in context against expected outcomes, nationally standardised criteria and ^{LE}_{SEP} expected standards.
 - Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - The purpose of any assessment process is clear.
 - Assessment draws on a wide range of evidence to provide a complete picture of learner achievement.
6. Assessment is consistent.
 - The results are readily understandable by third parties.

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- The school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- Learners in developing their learning.
- Parents in supporting children with their learning.
- Teachers in planning teaching and learning.
- School leaders and governors in planning and allocating resources.
- Government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Legislative Assessment

Learners undertake legislative assessments as key points in their education. These assessments enable schools to plan from a baseline and to compare results nationally.

EYFS:

The school undertakes Baseline Assessments at the start of Nursery and Reception. Learners are assessed in a range of practical, play and teacher led activities to provide an informed baseline.

In-line with national expectations all learners will also undertake the Reception Baseline Assessment (RBA) at the start of the Reception Class Year.

At the end of the Reception year, children will have been assessed through ongoing observations in accordance with the guidance of The Early Years Foundation Stage.

Phonics Screening:

- **Year 1 Phonics screening** takes place during the last two weeks in June; results are forwarded to the DfE.
- **Year 2 pupils** are re-assessed where results fall short of the pass mark in Year 1.

End of KS1:

Key Stage 1 assessments are from 2024 onwards non-statutory. As a school we will continue to use the non-statutory assessments at the end of Key Stage 1 to inform our teacher judgments and on-going assessment for learning.

- Reading
- Spelling
- Arithmetic
- Mathematical Reasoning

Year 4 MTC:

Year 4 aged learners will undertake statutory assessments of their knowledge of times tables. This is called the MTC (Multiplication Tables Check)

Additional Assessment Opportunities:

As a school we use additional assessment opportunities to inform daily teaching and learning. PIRA and PUMA assessments are used at the end of each year group to support benchmarking against national age-related expectations.

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The school's performance against the official National Performance Data can be found through:

- School's website
- Analyse School Performance (ASP)
- Primary Inspection Data Summary Report (IDSR)

Our approach to assessment

To ensure that assessment is underpinned by these principles, we ensure that:

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected or better progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.
- School leaders and the wider teaching and learning team regularly review assessment procedures to ensure that it is purposeful of consistent high quality.

Our method of assessment

Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Formative Assessment / Assessment for Learning

Assessment for learning is undertaken every day. Progress is systematically checked throughout lessons by teachers and learners to ascertain progress and then to further challenge or support learners as necessary. Learners are taught to assess their learning and each other's learning in a supportive way to celebrate success and identify next steps. Continuous assessment enables teachers to make informed judgments about personalised learning on daily basis. Teachers make judgements about learners' depth of understanding as they move through exploration, clarification, practicing and application of skills.

A variety of approaches are used by both the staff and learners themselves to identify knowledge that has been internalized and embedded and knowledge requiring further focus. Quizzes, knowledge organizers and other strategies such as mind maps are used to inform daily learning and next steps.

Summative Assessment

We also use the outcomes of assessment to check and support our teaching standards and help us improve.

At given points in the year during achievement weeks, all teachers review a wide evidence base of daily teaching and learning, test results and progress indicators to more formally establish progress of individual learners, groups of learners and cohorts of learners. This enables us to identify strengths to further develop teaching standards in the school. Achievements weeks take place:

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At the end of the Autumn Term
At the end of the Spring Term
At the end of the summer Term
In Reception and Key Stage 1, phonics are assessed every half term.

We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.

In daily learning, progress is planned around learning objectives that are based upon key knowledge and transferable key skills. Teachers and learners assess success against carefully planned Steps to Success (assessment criteria), which are a framework to enable learners to be successful in their learning. Steps to Success are based on new learning skills and consolidation of key skills. Key skills (learning objectives) are skills broken down from the National Curriculum and are derived from the school's own curriculum.

Steps to success are used in conjunction with a learner's confidence level within the learning:

- Instructional - detailed steps to success to support learning
- Securing – prompt steps with key words
- Mastering – learner generated

Steps to success can be a combination of detailed, prompts and generated for different elements of the learning.

Assessment criteria for periodic assessment of learning are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.

The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. Each pupil is assessed against relevant criterion contained in our expectations for that year.

Assessment judgements are recorded and backed by a range of evidence from observations, records of work and test results. Assessment judgements are moderated in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Our use of assessment

Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.

Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably challenged.

The information from assessment is communicated to parents and pupils on a termly basis.

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Parents and pupils receive profiles of what has been achieved and indications of what they need to do next.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Tracking System

Learners' progress and attainment is tracked and reported using the Hertfordshire Assessment Grids (HFL). Learners are allocated a progression code and point score linked to the skills highlighted on their individual HFL electronic trackers/Age and Stage grids.

Reporting to Parents

Progress and attainment levels are shared with parents at parent consultations in the Autumn and Spring term. In addition to a discussion of learning, parents receive a written summary of progress and attainment, skills secured and new targets; an attendance report and a behaviour for learning report. A final written end of year report for progress, attainment, attendance and behaviour is shared at the end of the Summer term with the opportunity for further discussion if requested by parents.

Transition arrangements

All teachers meet to agree end of year assessment levels and handover assessment arrangements in the summer term. Learners move to their new classes for the last week of the summer term enabling their learning to continue seamlessly from the attainment band that they have secured. As a result of a weeks transition, teachers are well prepared for swift commencement to the start of the next academic year with a good understanding of the personal needs of their learners.

DOCUMENT CHANGE LOG

Version No.	Date of Review	Reviewer	Changes Made
01	New Policy November 2014	Mrs A Harris	
02	March 2016	Mrs A Harris	Addition of statutory assessment; inclusion of tracking progression; inclusion of reporting to parents.
03	February 2018	Mrs A Harris	Updated use of steps to success for instructional, securing and mastering learnings. Updated Teacher Assessment judgement Y1 example.
04	February 2019	Mrs A Harris	Updated depth of learning to include exploratory, clarifying, practising and application stages. Removed outdated tracking proformas.
05	February 2022	Mrs A Harris	Updated summative assessment cycle. Removed outdated progress points.

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			Added frequency of phonics assessments.
06	Sept 2023	E J Pickford	Updated changes to statutory and non-statutory assessment. Reference made to on-going assessment strategies.
07	Sept 2024	E J P	Updated to reflect criteria used.

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