



Mill Hill Primary School

Assessment Policy

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Coordinator responsible for the policy in consultation with the staff, pupils, parents and governors: Headteacher

Reviewed: January 2024

Next Review Date: January 2027

1. The principles and aims of assessment

“Assessment works best when there are clear and explicitly stated purposes. The outcomes of assessment matter, but so too does the journey to get there.” S.Crocker, March 2022.

Aims and Principles of Assessment ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children’s education.
- High quality, in-depth teaching is supported and informed by high quality formative assessment (ongoing assessment).
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children’s progress, attainment and wider outcomes.
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for improving their learning by the use of self and peer assessments and are encouraged to reflect on their own progress and ways to improve.
- Assessment is inclusive of all abilities.
- A range of assessments are used, including both formative and summative strategies.

2. Arrangements for the governance, management and evaluation of assessment

The Assessment Lead is responsible for:

- ensuring that this policy is followed, revisited annually and reflected upon regularly;
- ensuring all arrangements for and procedures for end of year assessments are secure;
- implementing and actively maintaining the assessment schedule;
- ensuring that parents/carers/ governors are kept informed regarding assessment procedures within the school, e.g. at Parents’ Evenings, and to involve them in improving the standards of achievement of our pupils and ways to support their child;
- ensuring that teacher’s assessment records on Target Tracker are maintained consistently and that effective use is being made of them to identify pupils’ next steps and teaching strategies. Subject coordinators in all curriculum subjects are responsible for monitoring assessment, progress and continuity in their area of responsibility through scrutiny of work and planning.

Class teachers are responsible for:

- Ensuring Target Tracker and other documents are up to date.
- Following the guidance from Cohort Profile meetings and implementing actions.
- Daily assessment using the Marking and Feedback books. These are consistent in the whole school approach and are up to date.
- Ensuring data is reflected on and teaching and learning provision altered in light of it.

3. Information about how assessment outcomes will be collected and used

Statutory/formal assessment procedures are as follows:

- EYFS: Baseline upon entering Reception.
- Good Level of Development (GLD) score at the end of Reception Year (gained through formative assessment)
- Y1 statutory Phonics Screening test (summer term)
- Y2 Phonics Screening retakes (summer term)
- Year 4 Multiplication Check (summer term)
- Statutory end of Key Stage tests in Years 6 (summer term)
- Internal class based formal teacher assessments/tests (on-going)

Early Years Foundation Stage (EYFS) Assessment

Assessment in the EYFS is essential in helping parents, carers and practitioners to identify the knowledge and understanding of what the pupils know and can do, understand their needs and plan appropriate, developmental activities and support.

On entry to the school, the base line assessments are completed within the first two weeks of full time education. These are used to inform planning, set targets and measure progress. On-going assessment (formative assessment) is an integral part of the learning and development process. Pupils are assessed through practitioners observing and interacting with them across all 7 areas of learning (supported by photographs, annotations and professional conversations within the team) and through a continuous dialogue with pupils and their parents/carers. In order to track and monitor progress, milestone data is captured to track progress towards the Early Learning Goals (ELGs). In the final term of the year in which the pupils reach age 5 (no later than June 30th of that term), the EYFS profile assessment is completed for each pupil. This profile provides a comprehensive overview of a pupil's knowledge, understanding and abilities in addition to measuring their progress against expected levels, the ELGs and their readiness for Year 1. Further to this, as set out in the revised EYFS profile handbook (2023), the profile must contain information regarding 'how' a pupil learns. This takes the form of a brief statement about the pupil in terms of the following three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

The EYFS profile report on each pupil is provided for the use of all Year 1 teachers in order to ensure a smooth transition process.

Monitoring and Evaluation

The Assessment Lead, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and adjust their practice in light of it.

4. Arrangements for ensuring teachers are able to conduct assessment competently and confidently

Effective assessment at Mill Hill Primary School is characterised by ensuring that:

- all teachers have a secure understanding of Assessment for Learning (AfL) and how it impacts on learning;
- all teachers have a good understanding of skills and progression in key concepts and of how to confidently use the National Curriculum objectives for Reading, Writing, Maths, Science and Foundation subjects to support assessment throughout the year; they use Target Tracker to enter the data at key milestones which contribute to cohort plans;
- in class, there is clear discussion of what pupils are going to learn (learning objectives), how they can recognise achievement (success criteria) and why they are learning this (the context);
- planned tasks and skilful questioning (including higher order thinking skills questions) prompt pupils to demonstrate their knowledge, understanding and skills and enable pupils to achieve their full potential in all curriculum areas;
- teachers continuously observe and interpret what pupils say and do (Pupil Voice) and then make judgements about how learning can be improved;
- teachers provide high quality and constructive feedback in Marking books (see Marking and Feedback policy);
- pupils have the confidence and skills to be involved in self-assessment;
- teachers know the steps a child needs to make across the curriculum.

All teachers will be provided with a copy of this policy. In staff meetings and training, when appropriate, there will be an emphasis on teachers having a good understanding of assessment and assessment practice, including moderation within school and cluster groups. The Assessment Lead will ensure that best practice is shared and endeavour to keep up to date with latest research.

5. Different forms of assessment

Formative Assessment

At Mill Hill Primary School, formative assessment is often referred to as AfL. This is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). This is central to effective teaching and learning and enables pupils and teachers to clearly identify and understand what the next steps in learning are. Formative assessment at Mill Hill Primary includes:

- High quality questioning in class
- Feedback in the moment; teachers being mobile around the classroom giving feedback
- Written feedback i.e. the marking of pupils' work using the schools Marking and Feedback book
- Use of retrieval tasks at the beginning of lessons

- Pupil self-assessment and peer assessment
- Pupils responding to pink comments about their next steps in learning.

Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a unit or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. A range of 'In-school-summative assessments' will be used including, for example:

- Short end of topic or unit quizzes or tasks
- Monster Phonics built-in assessment weeks
- Foundation subject overviews
- Summary page of foundation curriculum journey
- Reviews for pupils with SEND by amending IPP's (see SEN policy)
- Moderation tasks in school and in cluster groups
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

In addition to this, national standardised summative assessments provide information on how children are performing in comparison to children nationally. These assessments are as follows:

- A good level of development in Year R
- A phonics test in Year 1 and retake in Year 2
- Year 4 multiplication check
- National Curriculum tests at the end of Key Stage 2

6. The Assessment Process

Our school's assessment schedule outlines the assessment process across the school year. Recording and reporting of pupils' progress is a statutory requirement for all teachers.

- At the beginning of each academic year, teachers analyse the previous year's results in Mathematics, Reading and Writing and set relevant year group targets which pupils are expected to reach by the end of that academic year.
- Predictions for each child are set for the core areas of the curriculum.
- Formal Cohort Profiling meetings are held four times a year and the progress of every child in the school is monitored by the SLT and the class teachers.
- Specific targets for Reading, Writing and Mathematics are reported on end-of-year reports. These are tailored to the individual pupil's needs and should give a clear indication of the way forward.
- The Target Tracker on-line assessment and tracking system is used to store, track and analyse the pupils' attainment and progress data. This will include Reading, Mathematics and Writing.
- Teachers use the Hampshire Assessment Model objectives on Target Tracker to inform their planning and teaching. Data entry is continuous to record the pupils' achievements.
- Teachers and SLT are able to use Target Tracker to analyse pupil progress and to identify gaps and so inform future learning.
- SLT conduct Cohort Profiling meetings with every class teacher, four times a year, to track progress and attainment, establish appropriate intervention and examine the impact of existing interventions. Careful and rigorous tracking facilitates the identification of pupils: not making expected progress; not on track to reach the expected grades at end of Key Stage national assessments; Special Educational Needs (SEN); Potential for Greater Depth and vulnerable (categories include: SEN; English as an Additional Language (EAL); Disadvantaged pupils (Pupil Premium). As a result, appropriate interventions can be put in place, enabling effective personalised teaching for all pupils.
- In the foundation subjects, key objectives (3) are assessed. Children exceeding or working below the objective are noted. All other children are assumed to have met. In foundation curriculum books, at the end of the unit, the child records their successes and key concepts of the theme. The teacher uses warm feedback to share their thoughts about the outcomes. These will inform the end of year reports.

Maintaining Consistency

Teachers use the end of Key Stage objectives set by National Curriculum and Hampshire phased Assessment approach documents when making grade judgments to ensure they are consistent with national standards. Teachers meet termly to discuss evidence and to moderate pupils' work. This is undertaken to review the accuracy and consistency of level judgements made by teachers and to confirm that these judgements are consistent and in line with the national standards. Consistency of grading with other schools in the local area is ensured with both cluster group and Hampshire wide moderation sessions. National external moderation occurs on a 4-year rolling programme for KS2 writing and is optional for the

EYFS. The DfE produce case study videos, which are based on national criteria and are used to support teachers' judgements to ensure that they are consistent with national standards. Teaching staff work with each other and with local authority moderators to achieve consistent judgements.