



Assessment Policy

Holmer Lake Primary School

Policy- Document Status			
Date of Policy Creation	Autumn 2019 – reviewed every 2 years	Named Responsibility	Headteacher Mrs Kumar
Date of Policy Adoption by Governing Body		Spring 2025	
Review date:		Spring 2027	

This policy outlines the purpose, nature, and management of assessment at Holmer Lake Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Holmer Lake and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to:

- provide a clear outline of all assessment techniques at Holmer Lake Primary School
- ensure that assessment is used as a tool to inform planning
- ensure quality-first teaching meets children's individual needs
- track pupil progress and to raise standards
- ensure the swift identification and implementation of effective interventions

Roles and Responsibilities

The overall responsibility for assessment belongs to the senior leadership team. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at Holmer Lake to be given an education that builds on their strengths, addresses their individual needs, and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback is used by teachers to inform their planning and teaching and ensure that children know their next step and what they need to do to improve.

More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps.
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses.
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents.
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is.
- to inform the children to enable them to develop their learning.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. Flexible groupings are used to allow teachers to address misconceptions and gaps in learning immediately.

It enables our teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to

provide appropriate support or challenge as necessary. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

We use a range of formative assessment methods including:

- Sharing learning objectives to inform children of their learning
- Sharing success criteria to support children in achieving the learning objectives
- Questioning to identify children's understanding and address misconceptions
- Discussion to provide opportunities for children to clarify and consolidate their understanding
- Oral feedback to support children with their learning in the lesson
- Marking and feedback - please refer to the Marking Policy
- Peer assessment to provide opportunities for children to assess each other's work
- Self-assessment to support children in assessing their own work
- Read Write Inc assessments every half-term
- Vocabulary checks at the beginning of Maths, Reading and Foundation Subject lessons.
- Pre and post assessments in Maths and Science
- Post assessment tasks in History, Geography and RE
- Writing assessment grids used to mark independent pieces of writing (Chance to Shine)
- Personalised targets to inform children of their next steps
- Bespoke end points for each subject and key stage to ensure progression of key knowledge
- Data tracking to inform and plan interventions
- Pupil Progress Action Plans are implemented by the class teacher, and these are monitored by the senior leadership team to ensure there is accelerated progress of each child in their class.

Local In-School Summative Assessment

Local summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons.

In Writing, teachers plan for opportunities for children to write independently, at length (Chance to Shine pieces of writing) at appropriate times in the term which can be linked to other curriculum areas.

In Maths, teachers use TESTBASE assessments alongside other bespoke assessment material to provide evidence of achievement against the national curriculum objectives.

In Reading, teachers use TESTBASE assessments alongside listening to readers to record progress and achievements against the national curriculum objectives.

Summative assessment tests are carried out termly. The progress of pupils with SEND is reviewed and summative assessment is adapted as necessary. Children who have not made expected progress or who have fallen behind are targeted for interventions.

Summative assessment provides parents with a broad picture of their child's strengths and weaknesses and how they can support them to improve. We share this information by:

- Reporting to parents at parents' evening in the Autumn and Spring terms
- Informing parents via telephone calls and face-to-face meetings
- Sharing provision maps –replace with learning plans for children with SEND needs

Nationally Standardised Summative Assessment

Early Years

A baseline assessment is made during the first term.

Year 1 Phonics Screening Test

This test is administered internally. These results are then reported to the local authority and to parents.

Year 4 Multiplication Tables Check

This check is administered internally. These results are then reported to the local authority and to parents.

National Key Stage Two Assessments

Teacher Assessments

At the end of Year 6, pupils will be given teacher assessment standards in Writing and Science. Pupils will be assessed against criteria under the following headings:

- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit tests which will consist of:

- English Reading Paper – Reading Booklet and Question Booklet
- English Grammar, Punctuation and Spelling Paper 1 – Short Answer Questions
- English Grammar, Punctuation and Spelling Paper 2 - Spelling
- Mathematics Paper 1 – Arithmetic
- Mathematics Paper 2 – Reasoning
- Mathematics Paper 3 – Reasoning

National Curriculum assessments (SATs)

End of Key Stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with middle leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. In Reading, Writing and Maths, data drops are completed 3 times per academic year and recorded on Insight (assessment tracker software).

Accuracy and Consistency of Judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements of standards. It is important to agree judgements if our decisions are to be given credence. Teachers share opinions informally with subject leaders and other colleagues to clarify judgements or for statutory teacher assessments. Staff meetings and PD days are arranged for teachers to compare judgements and agree standards. Holmer Lake also works with colleagues in our cluster to ensure that our judgements are accurate and consistent. Staff members attend training and cluster meetings for their subject to ensure they stay up to date. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given an adapted curriculum, or differentiated where there is a significant cognitive delay, which meets their needs. In addition, the assessment policy at Holmer Lake ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCo is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. When teachers assess a child with SEND, they will draw upon any on-going formative and summative assessment. They will gain views from parents, the child, and any external specialists.

Reporting to parents

Parents receive a written report in the Summer term. In KS1 and KS2, this comments on the child's academic progress in the core subjects. In addition, parents are offered the opportunity to discuss their child's report with the class teacher. SATs results for children in Year 6 and teacher assessment in Years 1, 2, 3, 4 and 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. Parent/teacher evenings take place twice a year, in the Autumn and Spring terms. During these meetings, teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date. An open-door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.