



Assessment Policy

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Approved by Full Governing Body, November 2019

Next review May 2020

Statutory

1. The Principles and aims of assessment

The assessment of children at Hanover Primary School serves several purposes, but is underpinned by a single aim. Our assessment procedures are designed in order to “help children reach their potential”. There are three broad, overarching forms of assessment at Hanover, as outlined below and described in more detail later in this policy.

Day-to-day in-school formative assessment, for example:

- *Question and answer during class*
- *Marking of pupils’ work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development*

In-school summative assessment, for example:

- *End of year tests*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*
- *Reception and Nursery baseline testing*

Nationally standardised summative assessment, for example:

- *National Curriculum tests at the end of Key Stage 2*
- *National Phonics Screening test at end of Year 1*
- *National Curriculum teacher assessments at the end of Key Stage 1*

In order to tailor teaching appropriately for all children, including those with SEND or other specific learning needs, all staff at Hanover need to hold a deep and comprehensive understanding of where each child is with their learning.

Assessment should not be unnecessarily burdensome for staff, but must also be comprehensive enough that a detailed picture is held by the school regarding learning for individuals, groups of children, and on a whole-school level.

Assessment, and the assessment of progress in particular, forms a part of the school’s judgement of teacher performance.

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

Who is responsible for ensuring the assessment policy is maintained and followed?

The headteacher is the lead teacher for assessment. It is their duty to ensure that assessment policy, procedure, practice and communication around assessment are fit for purpose and that it is being carried out appropriately. This policy is written by the Senior Leadership Team (SLT), and this policy is reviewed by governors every two years.

Day to day practice around assessment is monitored by phase managers, and overseen by the Deputy Headteacher. Phase managers report back to the headteacher on a termly basis on assessment, and the whole-school tracking system (Target Tracker) is scrutinised both as part of termly Pupil Progress Meetings and Performance Management reviews with all class teachers, and on a termly basis through data scrutiny. Teachers are expected to update the system regularly throughout the term.

Assessment data, and the evidence used to create this data, will be moderated internally through regular in-phase, cross phase and cross-school moderation exercises, and our School Improvement Partner (an external consultant) will also work with us to ensure judgements are sound. Further detail of our moderation procedures can be found later in this document.

Monitoring of the effectiveness of the assessment procedures is done through referral to our key guiding principle for assessment – “Do our systems help teachers to move learning on for children?” We measure this through looking at progress data for each child and for groups of children such as the Pupil Premium-entitled group. Where children are making good or better progress, and where we can prove that our assessment judgements are in-line with other schools locally and nationally through moderation, the assessment procedures will be considered effective. Where any of these factors are not the case, we will consider why, and revise policy and practice accordingly. This review will be carried out at the end of each academic year by the Senior Leadership Team (SLT).

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

Staff at Hanover Primary School are continuously assessing children throughout the school day. Much of this assessment data will not be recorded, as it would be impractical for this to be the case, and would add unnecessarily to teacher workload. However, the assessment data held collectively “in heads” forms a vital part of our planning for the needs of all children.

Both formative and summative assessment data is held securely online using Target Tracker. This is a tool widely used by primary schools, and enables us to track progress, attainment and skills across year groups, for individuals, and across the whole school. Anonymised data is also available to governors through Target Tracker.

Below is a list of assessment data that is formally collected in school:

Data	Type of assessment	Purpose of assessment	Who carries out assessment?	Regularity of data collection	Who/how data is shared
Termly teacher assessment in reading, writing, maths and science	Summative based upon range of evidence.	Analysis of progress and standards across the school.	Class teachers	Termly	Input to Target Tracker. Reported through Headteacher report to governors. Reported to parents at end of each academic year in school reports.
Half termly in-depth assessment in reading, writing and maths	Summative	Granular analysis of needs for all children either below Age Related Expectation or not making adequate progress	Class teachers	Half termly	Input to Target Tracker. Discussed as part of termly Pupil Progress reviews between SLT and class teachers
Foundation Stage observations	Day-to-day in-school formative assessment	Observations of learning in Foundation Stage build up a picture of learning behaviours and form a gap-analysis of skills. This forms part of the judgement made for the baseline Reception	Foundation Stage staff (led by teachers)	Daily observations with “focus child” approach meaning that identified children are under particular	Recorded in running-records, and transferred to Target Tracker half-termly. Data shared with parents and staff through Foundation Stage Profile at end-year and informally throughout the year. Data shared

		assessment (see below), and lead to tailored teaching/intervention programmes for individuals and groups.		scrutiny one week in each half term.	with Year 1 teachers as part of handover.
Guided Reading records	Day-to-day in-school formative assessment	Gap-analysis of reading fluency, skills and comprehension, leading to high-quality differentiation, targeted support and intervention	Class teachers	Weekly for each child in every class Reception-Year 6	Data recorded in Guided Reading records, and transferred to Target Tracker half-termly. Internal.
Rich questioning	Day-to-day in-school formative assessment	To illicit information about understanding, skills, misconceptions and ideas from children.	All staff	Constant	Data is largely unrecorded, but forms a vital part of judgements against curricular statements in Target Tracker. Quotes often recorded in Guided Reading notes.
Extended writing	Day-to-day in-school formative assessment	Gap-analysis of writing skills, leading to high-quality differentiation, targeted support and intervention, as well as highly personalised marking and feedback to children. Children respond to marking weekly, leading to improved outcomes.	Class teachers	Weekly in all classes Year 1-Year 6	Extended Writing marked in depth weekly and used for gap-analysis in Target Tracker half-termly.
Phonics tracking	Day-to-day in-school formative assessment, In-school summative assessment	Gap-analysis of phonetic skills, leading to high-quality differentiation, targeted support and intervention	Key Stage 1 teachers, overseen by English Lead	Half-termly assessment in Reception and Year 1, and for any children who do	Data recorded in assessment folders. Internal

				not pass the Year 1 phonics screening check	
Times tables challenges	Weekly short timed number recall tests	Monitoring improvement in recall of number facts	Class teachers	Years 1-6	Class teachers record results in class. Used to inform tracking.
Mathletics and equivalent online assessment	In-school summative assessment	Summative assessment of specific numeracy/literacy skills online.	Class teachers	Dependant on age	Data used within school to target intervention/teaching.
End of unit tests (maths)	In-school summative assessment	Benchmarking of skills and abilities against those taught during the term.	Class teachers overseen by maths lead	Termly or more regularly, as appropriate by age	Data shared with phase-group colleagues. Data fed into Target Tracker for gap-analysis.
GL assessment tests	Externally standardised and marked tests for children in Year 1-6	Summative test in maths, reading comprehension and SPAG, supporting teacher judgements	Externally marked (GL)	Autumn - Y2, Y3, Y4, Y5, Y6 Summer – Y1, Y3, Y4, Y5	Reports received by school and used to plan interventions, grouping, teaching
Nursery and Reception baseline testing	In-school summative assessment	Baseline data forms start-point for progress analysis for all children in Nursery and Reception	Foundation Stage teachers overseen by Early Years lead	Yearly, by end of October	Data shared with parents and teachers, input to Target Tracker, and submitted to Islington.
End of Reception GLD assessment	Nationally standardised summative assessment	End of Reception assessment measures progress within Reception year, and benchmarks children against Good Level of Development measures.	Foundation Stage teachers overseen by Early Years lead	Yearly, summer term	Data shared with parents and teachers, and submitted to DfE/Islington. Forms central part of handover to Year 1 teachers
Year 1 Phonics Screening Check	Nationally standardised summative	Year 1 phonics Screening Check benchmarks children against others nationally in	Key Stage 1 teachers, overseen by English Lead	Yearly, summer term	Data shared with parents and teachers, and submitted to DfE/Islington.

	assessment	terms of phonetic understanding. Children who do not make benchmark retested in Year 2 and Year 3.			
End of KS1 SATs	Nationally standardised summative assessment	Benchmark of children in Year 2 in reading comprehension, spelling, punctuation and grammar, writing, mathematical understanding and scientific knowledge against children nationally. Used to benchmark schools.	Key Stage 1 teachers, overseen by headteacher	Yearly, summer term	Data shared with parents and teachers, and submitted to DfE/Islington.
End of KS2 SATs	Nationally standardised summative assessment	Benchmark of children in Year 6 in reading comprehension, spelling, punctuation and grammar, writing, mathematical understanding and scientific knowledge against children nationally. Used to benchmark schools.	Year 6 teachers overseen by headteacher	Yearly, summer term	Data shared with parents and teachers, and submitted to DfE/Islington.
Special Educational Needs assessment	Variable	Where a concern is raised about a child's cognition or progress, a range of specialist assessments may be used to investigate barriers to learning and suggest strategies for teaching.	Inclusion leader and outside agencies such as CAMHS, Speech and Language therapist.	Ad hoc	Depends on nature of assessment.

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

All teachers and relevant staff will receive training in assessment. This comes in the form of staff meetings on Wednesdays after school as well as more specialist training as appropriate. At least one of these meetings per half-term will focus on assessment, and will include in-school moderation as well as instruction on best-practice. Staff training will usually be delivered by the deputy headteacher, and will occasionally be led by external providers as is deemed necessary. Internal moderation exercises will be led by the SLT and the phase managers.

The assessment lead will work with all phases on moderation within the phase, and will work with phase managers to identify individual staff who might benefit from further training or support. Where assessment procedures are not carried out accurately or satisfactorily, phase managers and the assessment lead will offer support and training.

Following termly internal moderation, borough and cluster moderation meetings will confirm the accuracy of assessment data in reading, writing and maths. This will happen as a formal process three times per year, and will happen on an informal basis more regularly.

External development opportunities may be sought for individuals around assessment where the assessment lead deems it necessary.

It is the assessment lead's responsibility to stay abreast of developments in assessment, and to disseminate this information to staff at the school.

5. Detail about the approach to different forms of assessment

Below is an explanation of the definitions of formative and summative assessment:

Formative assessment

The goal of formative assessment is to monitor student learning in order to provide ongoing feedback that can be used by staff to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help children identify their strengths and weaknesses and target areas that need work
- help staff to understand where children are struggling and address problems immediately

Summative assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when children or staff use it to guide their efforts and activities in subsequent lessons or areas of learning.

5.1 Day-to-day in-school formative assessment

Formative assessment is ongoing, and often very specific. For example, if a class are learning about the Romans, skilled questioning by the teacher might elicit how much a child understands about the culture of food, whilst this might be harder to assess through testing. If children are learning about the use of question-marks, marking might help the child to spot mistakes, sign-posting them to improve their own work.

Hanover is an inclusive school that welcomes children of all abilities, and that works hard to ensure all children reach their potential. Day-to-day in-school formative assessment is vital in enabling teachers to tailor their teaching to the needs of all children. Evidence shows that children usually learn best when in their classes. Differentiation is key in allowing all children to access the curriculum and meeting their potential. We sometimes run interventions for children with similar learning needs, but most teaching is done to a “mixed-attainment” group.

We believe that all children have the potential to achieve at Hanover, provided teaching is targeted towards their needs, that they develop positive attitudes to learning, and that they are given the resources they need to learn. Barriers to learning should be identified as soon as possible so that supportive strategies can be employed, and these barriers can be overcome. For this to be done effectively, all stakeholders need a very good understanding of the needs and strengths of the child. This is why assessment is key to our approach to learning.

Formative assessment should provide “next steps” for the child and for the staff working with him or her. It is about identifying areas for improvement and refining teaching practice as a result so that needs are met. Formative assessment strategies can be employed to assess knowledge, skills and understanding, and identify gaps and misconceptions.

Examples of the ways in which we employ formative assessment can be found in the section entitled “Information about how assessment outcomes will be collected and used”

Some children with specific needs, such as those with a statement of special needs, may need additional or adapted forms of formative assessment. This will be considered on a case-by-case basis by the school’s Inclusion Manager.

5.2 In-school summative assessment

Summative assessment is useful in “benchmarking” against expectations. It can help identify children who are behind, ahead, or at risk in their learning, and can help teachers to summarise where a child sits against other children. Summative assessment is useful at school-level as it enables the school to compare its performance against other schools. Summative assessment forms the basis of national testing, and is also employed for the purposes of reporting progress and attainment to parents at key points during the year. The collection of summative assessment data helps teachers and other stakeholders to understand where focus may have to lie in future terms or years.

Formative assessment comes in a variety of forms. These include formal testing at the end of Key Stages, informal end-of-unit tests, commercially bought online or offline materials such as Mathletics, and book scrutiny at the end of terms/years.

Where commercial products support summative assessment procedures, these should be trialled prior to use, and it should be proved that these are fit for purpose.

Summative assessment, just like formative assessment, needs to be validated through rigorous moderation. This is done within phases, across the school, and across schools through the FutureZone and through Islington.

Summative assessment should be carried out with the following question in mind – how does this summative assessment help children reach their potential?

5.3 Nationally standardised summative assessment

Hanover Primary School carries out the full range of standardised and statutory assessments available to primary schools. These tests are used to assess children at key points, and also used to compare schools. The school prepares and supports children in readiness for these tests, often working with the local authority and others to ensure children are confident and have the skills/knowledge they need for these ever-changing assessments.

6. Implementation

This policy is agreed by the governing body of Hanover Primary School, the staff of the school, and by the head teacher. It is shared with parents and carers through the school website and with staff through INSET and staff meetings.