



Hawes Primary School

Assessment Policy

Our assessment policy is based on the key principles of the Final report of the Commission on Assessment without Levels September 2015. It is built on the school's belief that assessment permeates all aspects of quality first teaching and that pupils will only make consistent progress if over time "today's lesson responds to feedback from pupils' learning in their previous lesson." We will only have impact on pupils' learning if we have practical approaches and systems that continuously focus on securing and deepening all groups of pupils' learning.

What is the purpose of our assessment?

To identify where our pupils are on their learning journey and plan their daily learning experiences to ensure pupils make at least good progress during the school year. Daily learning responds to the previous days' assessment. Our assessment responds to all children's learning needs.

How do we use assessment to start a new unit of work?

Assessment is used to establish prior learning of all pupils before starting a new topic. In non-core subjects the children are asked what they already know or what they would like to know about the topic, creating their own questions which help to create the learning journey. During core subject lessons pupils carry out a pre-learning assessment to establish prior knowledge and to identify a starting point. Leading on from this, the initial planning is differentiated to meet the needs of each child and that continues on a daily basis.

What might this look like?

It may be a diagnostic test, it may be part of a test, it may be a teacher designed activity which checks what the children can/can't do. In writing, we carry out a 'cold task' – the children are asked to do a piece of writing independently in a specified genre to establish what they can already do.

Assessment is an integral part of planning and teaching and learning. Our learning culture is built on assessment for learning and the belief of the vital importance of questioning when providing feedback. A range of assessment is used to check children's progress through the school. Summative assessments are used in a balanced way with 'low risk' assessments such as quizzes and puzzles which assess the development of pupils' long term memory. Excessive assessment regimes and frequent data collection points are avoided to ensure reasonable workload demands.

How do we use assessment in ongoing daily teaching to meet pupils' needs?

By addressing misconceptions, observations, questioning, annotations on planning by all adults involved in the lesson, photographs and feedback in the books to which the children respond.

How do we provide feedback in the workbooks after the lesson?

Feedback is age appropriate and is there for the children to act upon and respond to, where appropriate, in line with the schools' feedback policy. Teachers will then respond to pupil responses.

How do we check that learning is embedded over time?

English and Maths assessments are used to assess if knowledge is embedded.

The assessments are carried out at least 2 weeks after a completed unit of work and also at the end of each half term.

We use the **Rising Stars tests** to assess progress and identify gaps in learning and targets for future learning. Scores are inputted into the Rising Stars tracker so that progress can be monitored and gaps analysed at least once a term. We talk to the children to assess their depth of understanding.

Work scrutiny.

Daily responses to feedback and daily marking are constantly checking whether or not knowledge and skills are embedded.

Recall and Revisits

Recalls and revisits are systematically planned so that pupils are required to access knowledge in their long term memories. Teachers may use questioning or short quizzes to enable pupils to recall knowledge which they have previously learnt. Photos and oral reminders are also used to recall prior learning in previous years.

How do we check that gaps in pupils' learning have been addressed?

We act upon assessments to create teacher led interventions to close gaps, outside of the core lessons. We ensure that all children have access to quality first teaching so that gaps close.

Same day intervention – 'Keeping Up' rather than 'Catching up'

Same day intervention is used across the school to check progress, addressing misconceptions as soon as they arise. We aim for all children to 'keep up, not catch up' and so this is an important aspect of our work. Arrangements are in place to identify and support children with additional needs.

How do we moderate the accuracy of our pupils' progress?

Moderation within the school both within and across key stages.

Moderation beyond the school within YCAT and other partner schools. We also use comparative judgements to moderate our writing.

How do we summarise pupils' overall progress over time and at the end of the year?

Assessment data is recorded using the language: Developing, Expected and Working at greater depth.

Key groups are identified and closely monitored.

Assessment data is inputted on to Scholar Pack so that progress across check points can be monitored across terms.

How do we ensure that transitions are smooth at the start of and through the school year?

Transition meetings, book scrutinies and intervention files with impact notes are kept.

Agreed November 2017

Reviewed and updated April 2019