



## **Assessment Policy**

This policy and procedure has been produced based on recommendations in the 'Final Report of the Commission on Assessment without Levels' (September 2015) and in line with the 'Purposes and Principles of Assessment without Levels.'

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

This policy has been written in collaboration with cluster schools.

### **Aims and Principles of Assessment**

To ensure that:

- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- Assessment is inclusive of all abilities.
- Assessment is an integral part of teaching, based on best practice focussing on the curriculum.
- High quality, in depth teaching is supported and informed by high quality formative assessment (ongoing assessment).
- There is always a clear purpose for assessing and that assessment is fit for its intended purpose.
- Assessment is used to focus monitoring and supporting of children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- A range of assessments are used e.g. daily, ongoing Assessment for Learning (AfL); in-school summative assessment and nationally standardised summative assessment.
- We achieve our assessment without adding unnecessarily to teacher workload.

### **Delivery**

At Curdridge Primary School we use three broad overarching forms of assessment:

- Ongoing daily Assessment for Learning (AfL)
- In-school summative assessment at regular intervals throughout the year (November, February, April and June) using the Hampshire Assessment Model (HAM).
- Nationally standardised summative assessments.

### **Assessment for Learning (AfL)**

AfL is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they

need consolidated learning and when they are ready to progress. In this way, it supports teachers in providing appropriate support (e.g. corrective activities such as responding to marking) or extension (enrichment activities to deepen understanding) as necessary. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through AfL we will:

- Support children in measuring their knowledge and understanding against targets and tasks (and other wider outcomes), identifying where they need to target their efforts to improve.
- Ensure that problems are identified at an individual level so that every child will be appropriately supported and challenged to make progress and meet expectations.

At Curdridge Primary School a range of AfL strategies will be used including:

- Making use of rich questions and answers.
- Marking of pupils' work, highlighting areas of success and next steps in learning.
- Observational assessments.
- Discussions with children.
- Pupil self-assessment
- Peer marking
- Pupil conferencing.

### **The role of observations as part of the AfL strategies at Curdridge Primary School**

Observation will be used as a tool across the school for both individuals and groups of pupils. The purpose of observation is to:

- Diagnose strengths and weaknesses.
- Gather evidence about the 'Unique Child.'
- Gather information about a child's learning behaviours that cannot be determined through marking work.
- Identify next steps in developing learning behaviours linked to Curdridge Learning Power (CLP @ CPS).
- Communicate between adults.

### **In-school 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 understood and applied learning to a particular concept or unit of work over a period of time, providing feedback on how they can make further improvements. 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 pupils' learning at the end of a unit (based on individual outcomes) and the impact of their own teaching (based on cohort 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 by SLT (including governors on the School Improvement Committee), English and Maths leaders, SENDCo and HAPCo to monitor the performance of cohorts; to identify where interventions may be required and to work with teachers to ensure pupils are supported in achieving at least good progress and expected attainment.

At Curdridge Primary School a range of in-school summative assessments will be used including:

- Tasks at the end of a unit of work.
- Reviews/analysis of interventions for pupils with SEND.
- Termly assessments against the National Curriculum age related expectations (ARE) for reading, writing, SPAG and maths using the Hampshire Assessment Model (HAM).
- End of year annual reports outlining progress and attainment in relation to ARE.

### **National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how our children are performing in comparison to children nationally. They will also provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessments will enable the SLT and governing body to benchmark the school's performance against other schools nationally and locally thus enabling them to make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for OFSTED discussions when making judgements about the school's performance.

A range of national summative assessments will be used including:

- Baseline Assessment in YR.
- Phonics test in Y1.
- National Curriculum teacher assessments at the end of KS1.
- National Curriculum test at the end of KS2.

### **An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special needs (SEND) and any requirements for support and intervention.

### **Training for staff**

This policy will form part of the induction programme for new staff. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing Professional Development (CPD), will take various forms including the provision of direct face-to-face training and group training. The Assessment Leader will ensure that best practice is shared and will attend meetings and courses to keep up-to-date with latest research and best practice. The school will make use of both internal and external moderation sessions to support the delivery of the school's assessment policy and practice.

### **Monitoring and evaluation**

The Assessment Leader 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 the SLT, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the School Improvement Committee.



## CPS Assessment Procedures

### HAMPSHIRE ASSESSMENT MODEL

(HAM)

November, February, April and  
June

Assess all pupils against Age  
Related Expectations (ARE)  
(responsibility of class teachers)



**CHILDREN 'BELOW' Age Related Expectations (ARE) to include SEND pupils.**

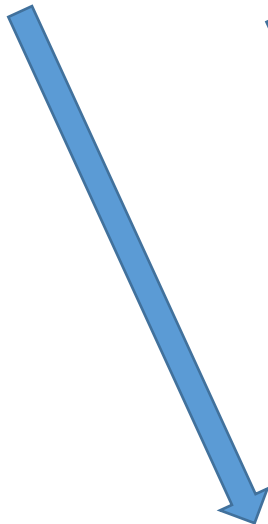


**PUPIL PROFILES and  
SEND summative  
trackers to be completed**

(responsibility of class teacher  
with support from SENDCo)

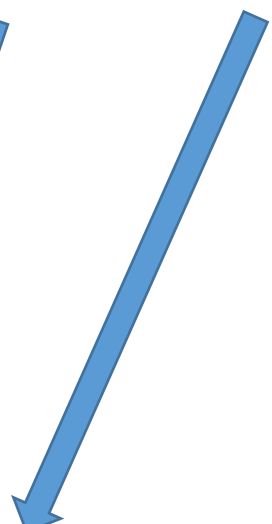
**IDENTIFICATION of  
interventions needed to  
'catch up' and 'keep up'**

(responsibility of class teacher  
with support from SENDCo)



**DAY-TO-DAY AfL through  
marking and  
feedback/observation and  
use of 'Nexus' statements**

(responsibility of class teacher and  
LSA)



### REPORT TO GB

- 1. Results of 'data drop'** (responsibility of HT and DHT)
- 2. Impact of interventions** (responsibility of SENDCo)
- 3. Progress against SEND summative** (responsibility of SENDCo)