



## Assessment Policy

Agreed March 2021  
To Be Reviewed March 2022

## Assessment Policy

### Aims

We aim to run a system of assessment, recording and reporting which:-

- follows a common framework across the curriculum while incorporating the different needs of the subjects
- gives maximum information to aid future planning
- is easily accessible to others e.g. supply teachers, future teachers
- provides people and organisations with the assessment information they require
- is simple to use
- takes minimum time

### Assessment and Reporting Procedures:

#### Daily:

- Continuous assessment for learning e.g. questioning, observations, feedback, marking and pupil conferencing
- Frequent opportunities for talk for learning and time spent throughout each session reviewing key learning and how these link to prior and future learning
- Marking that reflects success criteria on completion of work and in addition marking that signifies a learning stop.

#### End of Phase assessment:

**Phase 1** September-November

Milestone assessment 1 (November)

**Phase 2** November-February

Milestone assessment 2 (February)

**Phase 3** February-April

Milestone assessment 3 (April)

**Phase 4** April-July

End of year ARE (Age related expectations) (June)

At the allocated milestones all Key Stage 1 classes will complete end of phase assessments. These will show the attainment of pupils in mathematics, reading and writing in line with the Hampshire phase documents. This information will then be transferred into SIMs allowing analysis of the data and trends. All data will be saved on the staff network in year group specific assessment files and paper copies will be filed in the cohort file kept in the head teacher's office.

Below is an example of SIMS tracking: each horizontal line represents one child. The colours show attainment as follows:

| Head Ms. Core Obj 9 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 8 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 7 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 6 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 5 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 4 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 3 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 2 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 1 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj 0 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -1 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -2 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -3 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -4 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -5 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -6 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -7 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -8 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -9 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -10 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -11 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -12 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -13 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -14 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -15 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -16 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -17 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -18 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -19 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -20 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -21 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -22 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -23 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -24 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -25 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -26 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -27 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -28 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -29 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -30 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -31 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -32 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -33 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -34 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -35 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -36 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -37 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -38 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -39 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -40 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -41 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -42 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -43 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -44 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -45 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -46 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -47 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -48 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -49 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -50 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -51 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -52 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -53 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -54 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -55 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -56 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -57 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -58 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -59 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -60 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -61 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -62 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -63 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -64 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -65 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -66 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -67 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -68 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -69 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -70 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -71 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -72 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -73 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -74 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -75 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -76 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -77 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -78 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -79 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -80 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -81 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -82 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -83 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -84 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -85 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -86 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -87 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -88 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -89 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -90 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -91 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -92 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -93 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -94 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -95 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -96 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -97 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -98 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -99 (M)<br>Year 2 (Milestone 1) | Head Ms. Core Obj -100 (M)<br>Year 2 (Milestone 1) |
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|  |                     |
|--|---------------------|
|  | Beyond expectations |
|  | Secure              |
|  | Close to            |
|  | Not secure          |

Here is an example of year 2 maths objectives broken down into Phases:

| Fluency<br>Embedding<br>Problems solving   | Phase 1   | Phase 2   | Phase 3  |
|--|---|---|--|
| use place value and number facts to solve problems   | count in steps of 2, from 0, and in tens from any number, forward or backward<br>recognise the place value of each digit in a two-digit number (tens, ones)<br>identify, represent and estimate numbers using different representations, including the number line<br>compare and order numbers from 0 up to 100, use $<$ , $=$ and $>$ signs<br>read and write numbers to at least 100 in numerals   | count in steps of 5 from 0 from any number, forward or backward<br>read and write numbers to at least 100 in words<br>use place value and number facts to solve problems  | count in steps of 1 from 0 from any number, forward or backward  |
| solve problems with addition and subtraction   | solve problems with addition and subtraction:<br>using concrete objects and pictorial representations, including those involving numbers<br>applying their increasing knowledge of mental and written methods<br>recall and use addition and subtraction facts to 20 fluently<br>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>a two-digit number and ones<br>a two-digit number and tens | using concrete objects and pictorial representations, including those involving measures<br>adding three one-digit numbers<br>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  | using concrete objects and pictorial representations, including those involving quantities<br>recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100<br>add and subtract numbers using concrete objects, pictorial representations, and mentally, including two-digit numbers<br>recognise and use the strategy |
| solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods | recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers<br>show that multiplication of two numbers can be done in any order (commutative)<br>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods  | recall and use multiplication and division facts for the 2, multiplication tables, including recognising odd and even numbers<br>calculate mathematical statements for multiplication using the multiplication ( $\times$ ) and equals (=) signs  | calculate mathematical statements for division with the multiplication tables and write them using division ( $\div$ )<br>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot<br>solve problems involving  |
| solve simple problems in a practical context involving addition and subtraction of money of the same unit        | compare and order lengths, record the results using $>$ , $<$ and $=$<br>find different combinations of coins that equal the same amounts of money<br>solve simple problems in a practical context involving addition and subtraction of money of the same unit<br>compare and sequence intervals of time   | choose and use appropriate standard units to estimate and measure length/height in any direction (metre) using rulers<br>recognise and use symbols for pounds (£) and pence (p)<br>combine amounts to make a particular value<br>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change<br>tell and write the time including quarter past the hour and show the hands on a clock face to show these times<br>know the number of minutes in an hour and the number of hours in a day | choose and use appropriate standard units to estimate and measure mass (g/kg), temperature ( $^{\circ}$ C), capacity (litres) to the nearest appropriate unit, using scales, thermometers and measuring vessels<br>compare and order mass, volume/capacity and record the results using $>$ , $<$ and $=$<br>tell and write the time to 5 minutes                |
|  | identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line<br>identify 3-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid   | identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces   | compare and sort common 2-D and 3-D shapes and everyday objects  |
|  | order and arrange combinations of mathematical objects in patterns  | use mathematical vocabulary to describe position, direction and movement, including movement in a straight line   | interpret and construct simple pictograms, tally charts, block diagrams and simple tables<br>ask and answer  |

In addition each year group will transfer their tracking data on to a 'pupil progress' document in reading, writing and mathematics thus enabling them to see a profile of

their cohort. This will be used to identify barriers to pupil progress and plan intervention support programmes as well as planning for challenge within lessons.

At the end of each nine week Phase teachers will present data pertaining to their class to the HT and identify how they have and will support pupils to make the progress.

Catch up review meetings will take place half termly to ascertain whether previously identified pupils are now on track or whether additional support is necessary. Teachers will be responsible for planning this.

Whole school moderation will take place termly to ensure teacher assessment is accurate across the school and to foster a culture of trust.

**Yearly:**

- End of Key Stage Assessment tasks and tests for children in year 2 (May)
- The Phonics Screening Check for children in Year 1. (June)
- Phonics testing for year 2 pupils who did not pass in year 1. (June)

**Early years:**

Foundation Stage Profile is ongoing through out the year and is completed by June.

Assessment for the FSP is carried out through child initiated learning and adult directed tasks at a ratio of 70:30.


Ongoing assessment is undertaken through observation of the children. In addition, children’s work may be recorded in their learning journals. Data is collated four times per year on individual trackers.

**SEND:**

Class teachers, alongside the SENCo, parents and child will be responsible for writing and reviewing children’s Personal Learning Plans (PLPs). Pupils will be monitored through each phase looking at their percentage of age expectation and the progress they make towards being Age Expected.

**Self-assessment:**

Children are encouraged to self-assess against objectives on every piece of work across key stage 1. We use a smiley face system. Pupils indicate levels of confidence in achieving the learning intention by colouring in the appropriate face.

|  |   |
|--|---|
| I can design and plan my own fair test |  |
|--|---|

Children’s self-evaluation is guided through the use of focussed questioning. The focused questions are displayed in the classroom.

**Foundation Subjects**

Foundation subjects, computing and Science are assessed according to subject specific criteria at the end of taught units. Pupils’ progress is recorded as appropriate against specific learning objectives linked to the integrated curriculum (provided by subject leader). Work scrutiny is carried out by each subject leader and write ups for these are saved on the network in the monitoring file as per the monitoring schedule.

## How to assess

Any assessment must allow the pupils to have the best opportunity to show what they know, understand and can do. Therefore:

- Identify opportunities for assessment in planning.
- Assessment should take place in a normal supportive environment.
- The circumstance in which assessment takes place should be familiar and not threatening.
- All children will have equal access to the work being assessed.
- Children must clearly understand what is being required of them.
- Below is our current testing programme across the whole school. These results will be triangulated with teacher assessments and work produced in books to form a judgement for pupils against the ARE.

|                    | <b>Milestone 1<br/>November</b>     | <b>Milestone 2<br/>February</b>     | <b>Milestone 3<br/>April</b>        | <b>EOY</b>                            |
|--------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|
| <b>Early years</b> | EYFSP (Oct)                         | EYFSP (Dec)                         | EYFSP (April)                       | EYFSP (June)                          |
| <b>Year 1</b>      | Phase 1<br>Summative<br>Assessments | Phase 2<br>Summative<br>Assessments | Phase 3<br>Summative<br>Assessments | Phonics<br>screening                  |
| <b>Year 2</b>      | Phase 1<br>Summative<br>Assessments | Phase 2<br>Summative<br>Assessments | Phase 3<br>Summative<br>Assessments | SATS tests<br>and phonics<br>catch up |

## Consistency in standards

Consistency in standards is achieved through:

- End of Phase tracking completed by all year groups.
- Foundation Subjects being assessed when appropriate and monitored by subject managers and LP.
- SLT/LP to monitor assessment records.
- Termly pupil progress meetings with SLT.
- Subject leaders carrying out work scrutiny, pupil interviews and learning walks as recorded on a monitoring schedule for each subject.
- Year group teachers moderating, analysing and discussing assessments with each other and involving subject leaders if appropriate at each milestone.
- Termly whole staff moderation meetings and cluster meetings with other schools.
- Attendance at county moderation meetings.

## End of key stage assessment

The Assessment Manager/LP will read and report on the ARA (Assessment and reporting arrangements) each year to ascertain school responsibilities in undertaking statutory tasks and tests. This is ultimately the responsibility of the head teacher.

FS: Teacher assessment will be used to judge children's level of attainment.

KS1 : Tasks and tests will be used to support the teacher's judgement and only the Teacher assessment (T.A.) needs to be reported to parents and county by the date specified in the yearly ARA update.

## **Reporting to parents**

We aim to report frequently to parents in order to clearly communicate their child's achievements in school.

We report to parents through:

- Parents meetings in the Autumn and Spring terms\*\*
- End of topic events with varied timings including evening activities to accommodate different groups of parents
- Frequent update to the year group and specific blogs. These will be monitored by the computing co-ordinator
- Mid-year and end of year reports\*

\*Our reports are based on continual teacher assessment and classroom observation and will culminate in a mid-year and end of year written report for every child in the school.

\*\*Parent meetings in the Autumn and Spring Terms provide an opportunity to review a child's progress against the interim assessments and to share targets.

## **Transition**

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varied at all levels and is listed below:

### **From one year group to another:**

- Assessment from the previous year
- Phonics assessment sheet (year 1)
- PLP's and records of interventions
- Reading records
- Personal notes/ records saved on SIMS or in pupils individual files
- Current books e.g. English, mathematics, art

## **Marking for meaning and pupils' progress**

We believe that feedback is an extension of our teaching, that it is a dialogue with the child as an active participant, to enhance their learning. We use feedback as part of our ongoing teacher assessment by celebrating what the child has achieved and giving signposts to move the child on to the next stage of their learning. This will encourage children to be reflective learners and help them to close the gap between current and desired learning.

This can be done orally through:

- Teacher to child
- Teacher to children
- Child to child
- Children's self-evaluation

This can be done visually through:

- Written feedback (marking) by an adult
- Written feedback marking by child

- Written feedback by other children

This can be done kinaesthetically through:

- Hand gestures
- Body movements

## Aims

Feedback should

- Be manageable for teachers
- Motivate children to learn
- Give recognition and praise for achievement
- Give children opportunities to become aware of and reflect on their learning needs
- Relate to the learning objectives, which need to be shared with the children
- Inform future planning and also individual and group targets
- Involve all adults working with children (LSAs and supply teachers are expected to initial written feedback)
- Give clear strategies for improvement
- Help the teacher make accurate assessment of children's progress
- Involve the children to ensure equity across subjects and abilities
- Respond to individual learning needs feedback face to face with some and at a distance with others

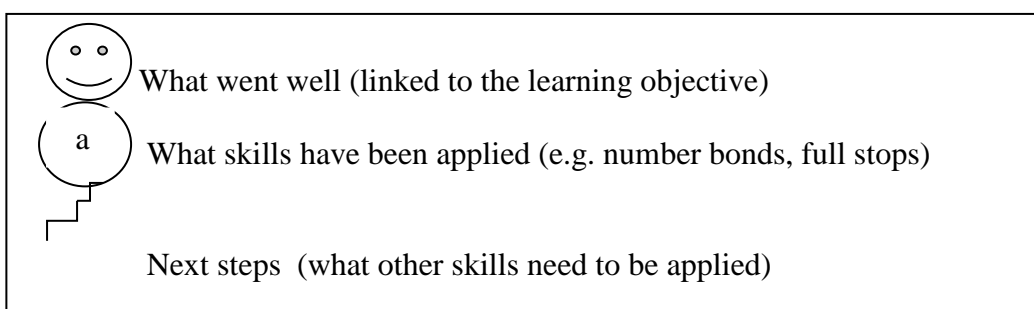
## Guidelines for feedback:

### Formative feedback

Whether the feedback is written, oral or both, it should generally consist of three main elements which:-

1. The progress the child made towards meeting the learning objective
2. Skills that have been applied
3. Next steps

These will be noted in books using the following system.



## Summative marking

To aid accurate teacher assessment of a pupil's work all work will be labelled either

- (I) = Independent
- (SI) = self-initiated (EY)

- (S) = supported

These can be used throughout a child's work to show progress.

### **Eliminating the fear of failure-Editing**

Children are encouraged to try new concepts and skills and learn through their mistakes. The school ethos upholds that it is alright to make a mistake but important to learn from it. Children are encouraged to show their workings out where appropriate.

Forms of editing used in school

- Polishing pens-Each table has access to green pencil crayons known as polishing pens which children are encouraged to use to edit their work following discussion with an adult.
- Red cards-if an error in spelling of a taught word is spotted whilst a child is writing an adult will dot the word and then write it on a red card which is kept in the child's writing book.

### **Monitoring of Marking**

The SLT and subject leaders will monitor marking as part of work scrutiny. A governor will monitor the effectiveness of the policy regularly.

### **Linked Policies:**

- SEN Policy
- Able Child Policy
- Equality and Inclusion Plan
- Curriculum Policy