



HARMONY
PRIMARY
SCHOOL



HARMONY PRIMARY SCHOOL

ASSESSMENT POLICY



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The objective of our assessment system is to improve pupils' development, progress and achievement.

Children's progress is closely monitored at Harmony Primary School in order that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

ASSESSMENT

- Is a picture of personal development, academic progress and depth of learning
- Is an on-going, diagnostic process involving children receiving and responding to feedback
- identifies what children can and can't yet do
- informs teachers of learning needs, enabling them to adapt plans to close gaps and deepen learning

Phonics Checks

- Phonics Checks are a continuing and ongoing process through the 1st and 2nd year.
- Year 1 - all children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are reported to parents.
- Year 2 - children in Year 2 who did not meet the required standard in Year 1 will participate in a phonics check in the Summer Term. This assessment will be administered by a Year 1 teacher. Results are reported to parents.

SATs & Summative Assessments

- Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. Pupil attainment and progress measures are recorded using a 'Scaled Score'.
- In addition to this statutory assessment, teachers across the school assess regularly using our school tracking system, which is informed by a range of formative and summative assessment tools.



Examples of these include:

- White Rose Maths Hub Assessments (Y1-6)
- NCETM Mastery Materials for each year group
- White Rose Maths Hub Maths resources and assessment tests
- Weekly spelling tests
- Regular written reading comprehension tasks.
- Weekly times table testing in Key Stage 2
- Regular arithmetic testing
- Scaffolded and independent writing tasks through teaching sequences
- Internal and external moderation of writing
- Teachers' own spreadsheets / mark books / highlighted sheets etc.

At HARMONY PRIMARY SCHOOL we assess against *performance indicators* to show how children are progressing towards end of year expectations; this is described as working towards, secure and greater depth. 'Working Towards' may also mean that children are assessed against key performance outcomes from an earlier stage; from 2019-20 this information will be stored on our whole school MIS.

Progress may be defined as: catch-up, closing gaps, over-coming barriers and deepening understanding. As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm.

Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National and School curriculum.

At Harmony Primary School, progress is measured and monitored in the following ways:

- **Pupil Progress Meetings** - *held 3 times a year, create notes about individual pupils/groups not reaching or moving beyond the expected standard, barriers to learning e.g BSE/Attendance, intervention, booster or "catch up" programmes.*
- **Teacher Appraisal** - *Pupil Progress Targets highlight key pupils who will be monitored closely from year start to end with strategies to accelerate and measure progress agreed (linked to PPMs).*
- **Assessment Points** - *Data Capture Form summarises achievement and identifies any cohort issues to be addressed.*
- **Tracking Grids** - *on going, formative assessment tracking sheets are used to capture progress within a performance indicator and aid next step planning. A four point system enables teachers to show the depth of children's learning.*
- **Assessing against Key Performance Indicators** - *specific KPIs have been identified as effective attainment measures and have agreed assessment criteria which is moderated.*
- **Attainment Maps** - *these enable the teacher to group the children according to prior attainment (end of key stage) and to monitor that they are on track to make progress. The numbers relate to the points on the tracker and show the depth of learning.*
- **Test score record sheets** - *increase in total scores indicate progress.*
- **Closing the Gap Plans** - *provide information about next steps of learning for children requiring further intervention, booster or catch up.*



- **Reading Records/Guided Reading logs** - *formative assessments against key reading skills*
- **Reading/Spelling Ages** - *used to show progress for lower achievers.*
- **Children's books** - *book scrutiny monitoring reports will identify progress; pre-and-post assessments, writing journeys, and response to feedback are positive progress indicators*
- **Curriculum Presentation/Assemblies** - *our curriculum is planned to show progress through its clear structure (engage, develop, innovate and express), each unit providing key assessment outcomes across all areas of the curriculum.*
- **End of Year Progress (class/year group/whole school)** - *summarised as part of assessment point 3 and teacher appraisal review meetings. Reports provided for governor monitoring.*
- **Parent surveys and report reply slips** - *governors monitor views of parents regarding pupil progress; parents provide written feedback following mid-year and end of year reports.*
- **RM Integris** - *this electronic tracking tool, adopted August 2020, is used to compare end of year attainment and to monitor the achievement of groups of pupils.*

Moderation

In order for judgments made against the Key Objectives to be valid and reliable, the school undertakes a range of moderation strategies throughout the year:

- KPI assessment tools/questions in maths and reading
- In school, termly writing assessment against end of Key Stage criteria
- Cluster moderation in writing (Y2, Y6)

Feedback to children

At Harmony Primary School we know that children are critical partners in the assessment process and we will ensure that they are effectively included. This is achieved a range of strategies see our feedback policy.

Formative Assessment

- At the beginning of the lesson, explain the learning objective and success criteria (WALT we are learning to, WILF what I am looking for). Refer to both during the lesson and in the plenary. Where appropriate, encourage pupils to judge the success of their work and that of their peers.
- Use time during lessons to listen to pupils and question them to assess their understanding, then respond accordingly giving encouragement or further clarification (giving constructive comments on how work can be improved and specific praise is good practice);
- Use assessment information gathered by TAs
- Mark pupils' work to check understanding and diagnose misunderstandings; write comments in pupils' books following Marking Policy.

- Annotate planning: include comments on children who have not reached or who have exceeded objectives (or were absent) and use the notes to adjust subsequent planning where necessary.
- Use as appropriate differentiated curricular Maths and English targets using the Assessment focuses for Literacy, Maths and Science.
- At least three periodic assessment judgments are made in Term 1, 2 and 3 for Literacy, Maths and Science. Ongoing assessment records are updated throughout the year.
- Reading: keep group/ individual record of reading as appropriate supported by Accelerated Reading.
- Use of individual literacy and numeracy targets kept in children's books and reviewed regularly.
- All other subjects: Use National Curriculum Standards to assess against and to monitor progress and add to classroom monitor.

Reporting to Parents

Formal Reports

Formal Reports are written for all pupils twice a year. Parents are given feedback at the end of the Autumn Term, when Initial Reports are sent home. These indicate, for each subject, a Pupils approach to learning, his levels of attainment and progress, effort and behaviour. Also, personal development is assessed. Form Teachers write a summary of his/her performance and attitude, giving advice about future development, and a member of the Senior Leadership Team (SLT) comments on the entire report. Such information and subsequent progress can be taken up by parents and teachers at the Formal Parents Evenings, in the Spring Term.

Final Reports are sent to parents at the end of the Summer Term, at the conclusion of the school year. Each teacher writes a full report of a pupil's work ethic (approach to learning), his attainment and progress in knowledge and skills in the subject, throughout the year, and his performance in the end-of-year examinations (where appropriate). The Form Teacher's Report focuses on a pupil's Contribution to the life of the Form and the school, as well as his Social and Personal Development throughout the year. The Headteacher reads each set of reports and writes his own reflection of the pupil's year. Included with the set of reports for Years 3-6 is a graphic representation of the pupil's examination attainment in each subject, in relation to others in his year group.

Statutory Tests results in Y2 and Y6 are shared with parents and state whether children have reached the expected standard.

The school website provides an overview of school performance based on actual results (attainment) and the value-added pupil progress that pupils have made from one Key Stage to the next (progress). This provides a simple comparison of school performance against national averages. For value-added progress measures, this comparison is based on the average progress made by *similar pupils* across the country (*prior attainment, gender and month of birth*).

Implementation of the Assessment Policy

A copy of this Policy is available on our school website. At the start of every academic year, teachers explain how pupils are assessed as a part of a Parents' Information Presentation.

All pupils are made aware of the curriculum objectives they are expected to achieve by the end of the year. These form the basis of the target sheets that they stick into their books at the beginning of the year and also at the start of topics and units of work. Pupils are involved in self-assessing their learning, every lesson, and they are actively involved in the target setting process.

This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents.