



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Assessment Policy – March 2025

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Deb Williams	Date reviewed	March 2025
Position	Headteacher	Date ratified	20 March 2025
Document status	Draft	Next review date	Spring 2028
EIA approved by	FGB	Reviewing committee	FGB

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

At Alexander Hosea Primary School we believe that in order for all our children to be successful learners, assessment for learning must be at the heart of classroom practice. The primary purpose of assessment is to inform the next steps in teaching and learning and by doing this we aim to develop the right skills for all our children to reach their maximum potential. We have a robust and consistent assessment system. It is a carefully planned mix of both formative and summative assessment, together with an effective tracking system.

As a result we are able to:

- Give reliable information to parents about how their child, and their child's school, is performing.
- Help drive improvement for pupils by identifying gaps in learning and plan to meet the needs of each child.
- Track, measure and analyse progress of individual children, cohorts and identified groups.
- Celebrate progress and set ambitious targets for attainment and achievement.
- Ensure that, as a school, we are keeping up with external best practice and innovation through networking with other schools.

Please refer to Alexander Hosea's Assessment Principles published on our school website.

Types of assessment

At Alexander Hosea, the use of both Formative and Summative assessment are expected to be consistent and seen in the following ways:

The vast majority of our assessment is formative

This is on-going assessment which involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback policy. At Alexander Hosea we recognise that this element of assessment is perhaps the most crucial in enabling

progress to take place. For this to be effective, consistency is important across the school and across all subjects.

Formative assessment can be evidenced:-

- Learning objectives are used at the planning stage and are communicated to children at the beginning of each lesson.
- WAGOLL (What a Good One Looks Like)/success criteria are shared and used with the children.
- A variety of questioning techniques are used to examine understanding and develop further avenues of learning.
- Effective feedback through marking. Children are encouraged to respond to marking and act on next steps comments.
- Evaluation of learning takes place on a class, group or individual basis; the information is used to inform future planning.
- ARE statements are used to inform assessment and planning for progress and attainment
- Retrieval practice (eg Plickers, Flashback 4 and Big Bucket Quizzes) are used to help children to recall and retain learning over time. This informs planning.

Summative

Children's achievement and progress are also informed by summative assessments. We recognise that, whilst useful, summative tests provide a snapshot of performance at any given time. At Alexander Hosea your child may undertake:

- Arithmetic and calculation tests
- Mental maths tests
- Times table tests
- Reading and spelling tests
- Headstart and past SATs papers, with standardised scores.

Statutory Assessment of EYFS children

Children in the Early Years Foundation Stage (EYFS) are assessed against the Foundation Stage Profile and the 17 Early Learning Goals (ELG). Children are reported as to whether they are met or not met each ELG and whether they have achieved a good level of development.

Phonics Screening - Year 1.

In June, all pupils in Year 1 undertake a phonics screening check. Pupils who do not achieve the required threshold at the end of Year 1 repeat the check at the end of Year 2. The outcomes are reported nationally.

Statutory Assessment at the end of Key stage 1 and 2 - Year 2 and Year 6.

From September 2016, Year 2 and Year 6 pupils are assessed against the national curriculum. Teachers assess against a set of national frameworks for reading, writing and maths in Year 2 and for Writing in Year 6.

In May, both Year 2 and Year 6 pupils sit national tests. (See table below). In both year groups, pupils sit maths and reading tests, but only Year 6 sit the English grammar, punctuation and spelling test (for year 2 all tests are non-statutory). The tests that Year 2 sit are used to inform teacher assessment. Writing and Science for both Year 2 and Year 6 are teacher assessed.

In Year 2 and Year 6, the test raw score is changed into a scaled score for reading and maths. In order to meet the expected standard, pupils need to get a scaled score of 100. Pupils with a scale score of 110 or above are classed as attaining at a higher standard – also referred to as 'greater depth'.

National Curriculum Assessments

Year group	Tests
Year 2 – all teacher assessment	Reading test as part of the evidence base Maths tests – arithmetic and problem solving as part of the evidence base Writing teacher assessment Science teacher assessment
Year 6 – mix of tests and teacher assessment	Reading test Maths tests – arithmetic , two reasoning papers Spelling, punctuation and grammar test Writing teacher assessment Science teacher assessment

Assessment in Years 1,3,4,5

Children in Years 1, 3, 4 and 5 at Alexander Hosea are assessed against the National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (AREs) for a child to meet. As a school, we assess each child four times a year against the AREs for reading, writing and mathematics. In order to make a judgment on the % of the AREs a child has met each term, we use a range of evidence – learning in books, tests, mini assessments, observations, annotated planning. Information about assessment is entered into a system called 'Insight' and teachers use this information about gaps in understanding to inform subsequent teaching.

We produce an interim report for parents in December and at Easter. Over the year the % of Age Related Expectations (AREs) a pupil has met will be tracked on Insight assessment system.

At the end of the academic year, the total % of AREs a child has met will then be converted into an end of year judgement. The end of year judgement will reported as to whether a child is working well below, below, at expected or greater depth in relation to the Age Related Expectations for their year group.

Tracking pupil progress

- As a school we use INSIGHT in order to record pupil data and use to identify gaps to inform planning and teaching and track progress. At Alexander Hosea we analyse pupil outcomes for reading, writing, maths (Year 1 to Year 6) 3 times a year. Outcomes in EYFS are also analysed 3 times a year.
- 3 times a year, we use standardised tests for Y1 (maths only) and Y2-6 reading, grammar, punctuation and spelling and maths. These give helpful information to inform planning and to cross reference with and feed into teacher assessment.
- Pupil data is reviewed termly at Pupil Progress meetings and used to identify children who are not yet on track to meet or exceed targets set from prior attainment bands and/or are not yet working at ARE and plan for actions and interventions to accelerate progress.
- Children are assessed in science using Plickers (and other formative assessments) and this is used to inform judgements against national curriculum statements on INSIGHT.
- Children are teacher assessed in the non-core subjects at the end of the year. Assessments are reported to parents as working towards, working at or working above in reports in the summer term.
- Senior leaders, Maths and English subject leaders and the SENDCo complete analysis of the data to review progress for their specific area of responsibility and plan for future professional development or support.

Inclusion

Alexander Hosea is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress, the class teacher will work alongside the SENDCo, parents and external agencies (where appropriate) to plan appropriate support.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school, we ensure that time is set aside each term for moderation to take place. The purpose of this is to ensure that our data is accurate and consistent across the cohorts, school, and local schools. Teachers are involved in the moderation process to ensure agreement on the criteria for the AREs in the following ways:

- With colleagues in school – key stage meetings, staff meetings.
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings throughout the year.
- By attending Local Authority sessions to ensure our judgements are in line with other local schools.
- Annual teacher assessment workshops for maths with an LA Advisor (mid-year) to give specific guidance and challenge.

Self-Assessment and Peer Critique

Where possible, children are involved in assessment. This encourages pupils to take responsibility for their own learning by teaching them to evaluate their own achievement and that of their peers against shared learning outcomes/WAGOLLS. It helps them to identify their own strengths and areas for improvement. We aim to foster a self-reflective learning culture which promotes independence in learning.

Examples:

- Use of WAGOLLS (What a good one looks like).
- Children reflect on what helps them/hinders their learning
- Children consider which learning zone they are in – red /danger, purple /challenged and blue/comfort by using the marking tubs at the end of lessons.
- Responsive marking and comments from the children to NS (next steps) advice and editing to improve their learning.
- Regular on-going reviews of learning.
- Pupil letters linked to Annual Reports to parents.

Peer critique gives the children the opportunity to provide kind, helpful and specific feedback to each other to strengthen their learning.

Reports and sharing information with stakeholders

- Each term (3 times a year) the governors receive a data report.
- Parents' evenings are held twice a year where teachers share progress and attainment data with parents.
- Parents receive an interim report in autumn and spring and in term 6 they receive an annual report.
- Should the need arise; teachers may approach parents to discuss the progress of their child, and vice versa, throughout any part of the school year.

Responsibilities

Assessment Subject Leader:

- Organise and lead training, support and advice on the management and implementation of the assessment policy and practice throughout the school.
- Review assessment data for the whole school, analyse data at pupil, cohort and whole school level to identify, where necessary, plans to put in place individual pupil programmes.
- Analyse and interpret relevant national, local and school assessment data.
- Evaluating how the school compares with other schools within the Local Authority.
- Input into the School Development Plan, focusing on issues identified when evaluating the school's data and evaluation of impact of actions arising from SDP actions and monitoring.
- Monitor pupil progress on a termly basis from teachers' on going assessments against key learning objectives and feedback summary information to Teachers and Governors.
- Monitor achievement of those children eligible for the Pupil Premium and other vulnerable groups (eg PLAC, LAC, gender, EAL), as relevant to the school demographics.

Headteacher

- Maintain an overview of assessment in the school.
- Monitor and develop consistency across the school.
- Collate assessment data and utilise the information to support school improvement and thus raise standards at a whole school level.
- Ensure that statutory requirements are met.
- Monitor and evaluate the policy in practice.
- Manage the whole school data systems.
- Keep up to date and inform staff on latest information and requirements.
- Oversee Pupil Progress Meetings and data dialogue.
- Inform Governors about the school's performance through reports to the Teaching and Learning Committee 3 times a year.

SLT

- Have a clear and detailed understanding of what the assessment information means about the school's performance.
- Utilise assessment information to raise standards at a whole school level.
- Schedule pupil progress meetings for Teachers.
- Lead pupil data dialogue.

Subject Leaders

- Ensure plans include clearly defined learning objectives and identify and record assessment.
- Advise colleagues on assessment and recording in their subject.
- Utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- Identify learning objectives/skills to be assessed.
- Assess children's prior attainment to inform starting points for learning.
- Use data sets and information from formative assessment to inform planning and move learning on.
- Involve children in the assessment process through self-assessment and peer critique, as appropriate.
- Carry out formative assessments and analyse summative assessments in accordance with this policy and input this onto INSIGHT.
- Prepare and write reports for parents, colleagues and other agencies.
- Provide examples of assessments to subject leaders for assessment moderation.
- Ensure manageable records are kept.
- Ensure that the specific assessments requested by the SENDCo are carried out for pupils with SEND and that EHCPs are maintained and regularly reviewed in accordance with the school's SEND Policy.

SENDCo:

- Monitor progress towards targets for pupils with SEND.
- Analyse and interpret relevant school, local and national data and report findings to SLT and Governors.
- Work with staff to develop effective ways of bridging barriers to learning through: -
 - assessment of needs.
 - monitoring of teaching quality and pupil achievement.
 - personalised target setting – through My Support Plans.
- Collect and interpret specialist assessment data to inform practice.

- Engage with other agencies to gain guidance about best practice and disseminate learning to colleagues working with the child(ren).

Governors:

It is the responsibility of the school Governors to support and challenge leaders (including SLT and SENDCo) and keep a strategic overview of the strengths and areas for improvement of the school through assessment information.

Equal Opportunities:

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance, identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

Conclusion

This policy should be read in conjunction with the school's Marking and Feedback Policy and will be reviewed every three years or when required in line with current DfE initiatives and statutory changes.