



Statement of Philosophy

Encouraging children to reach their full potential academically is a principle aim of this school. Our school motto is 'to give each and every-one a chance'. We ensure our children recognise that 'learning never stops!' Assessment lies at the heart of this process. We believe it provides a framework within which educational objectives may be set and the children's progress monitored and expressed. It needs to be incorporated systematically into teaching strategies at all levels in order to diagnose difficulties and monitor progress. It reflects the whole curriculum and involves teachers and learners. It therefore enhances professional skills by encouraging dialogue between teachers, helps the school to strengthen learning across the curriculum and provides a valuable mechanism to monitor school curriculum planning.

The aims of the assessment policy is to ensure:

- Teachers provide learning that is well matched to the learning needs of individuals and groups at the planning stage and supports the teacher to adapt the learning within a lesson.
- Teachers plan for and provide sufficient time for pupils to review what they are learning in order to consolidate and deepen their knowledge, understanding and skills of all pupils.
- Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers provide pupils with incisive feedback about what they can do to improve their knowledge, understanding and skills and for pupils to use this feedback effectively.
- All pupils achieve well through the recognition of their efforts and the continual sharing by teachers and TAs of the high expectations they have of all pupils.
- Pupils present work in a consistent, high standard throughout the school.
- Teachers provide pupils with the opportunities to use feedback, written or oral, so they know what they need to improve.
- School Leaders have an accurate understanding of how well individuals and groups of pupils are achieving in their class, year group and subject compared to other pupils nationally.
- Parents are able to support their child to improve by being provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards.

Principles of Assessment

We recognised overtime that the process of assessment did not effectively inform our learning and teaching in-relation to purpose, planning and predictions (refer to appendix). We looked closely at how we could help our children be learners who understood how to become better at learning and who could assess their own strengths and weaknesses, and possibly talk about what they enjoy and why?

The teachers raised the question - **Do they appreciate that assessment is an opportunity for growth – improve their learning?** By marking together and using learning time to share common errors and misconceptions (not all). To allow those that already can- work on specific aspects independently. To support a chosen few rather than the whole class to think about the concept/application and not just correcting the question, to use peer support or any other strategies to support their understanding of the importance of assessment – or in their eyes, ‘testing’.

As a school we endeavour to develop and evolve our assessment process to support ‘next steps’ and effectively ‘communicate with pupils and parents’ on how improve and progress. It is our intention to devise a method to help our children become aware of what they should be looking for; realising what the question is asking; identifying the knowledge they already have and how to apply it.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Formative Assessment

Teachers will use methods of formative assessment within a lesson to ensure learning is well matched to pupils needs and adapt to learning accordingly.

These include:

- Question and answer sessions
- Mini plenaries
- Probing questioning
- Ongoing observations
- Opportunities for pupils to show their learning, eg on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback
- Group and peer feedback
- In PE, Plenaries incorporated into the warm-up

Marking and Feedback:

- Criteria which are linked to the overall objective of the lesson
- Marking and Feedback Guidelines
- Teachers will focus feedback against the success criteria for the lesson
- Using verbal feedback or codes:

- Pupils will receive adult feedback on work either orally or through our marking approach.
- The school has different codes to ensure marking is informative and manageable
- In Literacy, teachers have the option to mark work with individuals and provide verbal feedback and model correcting errors in writing.

Spellings:

All ability groups access the same spelling list taken from National Curriculum guidance. Spelling overview for each half term is shared with parents and children. Specific spellings are selected for children working below age related expectation. However, they are not discouraged or denied from accessing the whole list for their current year group. Strategies are taught weekly with a short spelling test the following week. Children are given the opportunity to practise incorrect spellings.

Presentation:

In Literacy, Maths (Fluency and Reasoning) and Subject Books across the school, children are encouraged to draw a 1cm wide margin and write the short date on the left hand side and underline. A margin is introduced in year 1 from term 2.1 onwards.

In Subject Books, individual presentation is addressed through use of codes and stamps.

P* - very good

P√ - Good

P - satisfactory

✂ or Receive oral feedback from teacher and will be closely monitored, if necessary additional practice provided.

Foundation Stage will introduce the code when appropriate.

Handwriting-In subject books, teachers decide when children are ready to move on to using black pen if writing is meeting the age-related standard.

Summative Assessment

Teachers make summative assessments in the following ways:

Early Years Foundation

Staff use the statements from Development Matters to ascertain the age and stage a child is working at in each area of learning. Evidence is collected for each individual child in their Learning Journey.

Maths

- Staff will use National Curriculum to plan and assess against (White Rose Maths will provide the schemes of learning and the materials in which teachers will create their own sessions).

- The progression statements ensure teachers are very familiar with and plan to the expectations of the new curriculum and adjust planning accordingly. They also provide staff with clear criteria to assess against.
- When making an attainment judgement, teachers will need to consider a combination of observations, work in books and outcomes of review tasks and tests.

Reading

Staff use the '6 Super Skills' taken from the Scarborough Reading Rope to plan from using a revised Reading Programme which promotes Think Aloud-a metacognitive strategy. Reading for Y1, 3, 4 & 5 is moderated termly. Years 2 & 6 follow the national curriculum assessments.

To make an attainment judgement the teacher will need to consider in combination:

- the statements
- the text band
- the breadth of texts from within that band
- To support making the judgement the following documentation will be used:
 NFER reading assessment (yrs 1-5)
 NGRT reading age tests (Yrs 2-6)
 GL reading assessment (Y2)

Writing

Years 1, 3, 4 & 5 Leicester City Writing Exemplification Material
 Years 2 & 6 National Curriculum Assessment

Staff will use progression statements from the above to plan and assess against. Children are familiar with these and they are displayed at the front of all Literacy books. These documents are also used for moderation purposes.

To support making the judgement the following documentation will be used:

- Writing Progression Statements (grid) – one per child
- Writing moderation (pen portraits)

Independent writing is assessed from term 3 onwards based on a collection of work. After moderation, teachers agree a 'best fit.'

Assessing Art & Design, Technology, Computing, Music, Geography, History and RE-plan in accordance with the progressions statements for the year group.

Progress

Progress at the end of each curriculum year: Years 1-6

Pupil attainment is measured against Age Related Expectations and progress measured against their individual starting points.

The National Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year and assessment measures are based on these following descriptions: working at 'greater depth' within the expected standard (GDS); working at the expected standard (EXS); working towards the expected standard (WTS); working below the expected standard (WBS) and working below national curriculum standard.

It is against these measures and according to Age Related Expectations, we measure progress and based on **overall teacher assessment**, decide upon the key outcome at the end of each curriculum year. For example:

Working below National Curriculum standard (B Squared)	Working below (the expected standard) for the year group (WBS)	Working towards (the expected standard) (WTS)	Working at (the expected standard) (EXS)	Working at a greater depth (within the expected standard) (GDS)
For pupils with Special Education Needs who cannot access the National Curriculum, we use B Squared, which allows for the evaluation of an individual child's achievement in an extremely detailed way and enables small steps of progress to be measured.	A child who is working at a National Curriculum standard, but below that of their own year group.	A child who can has achieved some of the objectives set out in the curriculum for their year group.	A child who has achieved most of the learning objectives set out in the curriculum for their year group.	A child who has achieved all or almost all of the learning objectives set out in the curriculum for their year group and demonstrated that they have achieved a deep and secure learning of the objectives through varied application.

Progress between terms: Years 1 – 6

Midway through the academic year, teacher assessments are made, using the combination of formative and summative assessment, to decide how well a child has met the learning objectives for English and Maths during a given period of time.

Data Collection

The school uses SIMs as its data management system. Input of data takes place 2 times per year during autumn and summer terms (termly for Year 6). The data is anonymised and reported to Governors.

Teacher assessment forms the basis of feedback at the formal parent consultation in the spring term and is reported to parents as part of the end of year formal written reports (July).

Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (including senior and middle leaders) and children to ensure that our assessment aims continue.

Meaningful and useful information about the pupils' achievement and progress transfers with the pupils as they move from class to class and from one Phase or Key Stage to another.

Performance is analysed in terms of cohorts or groups of pupils, as well as analysis of the achievement and attainment of individuals.

Target Setting

We use pupil data to set individual progress targets for all pupils in school for reading, writing and maths. These are discussed and agreed with all staff.

Pupil progress meetings take place with all teachers as part of the appraisal process.

At the end of the academic year, a final teacher assessment will be made and where there are any cases of children who have made less than expected progress, teachers will discuss intervention strategies applied together with any other relevant information, which will be carried forward to the next academic year.

Early Years Assessment

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 areas of learning. These are grouped into Prime or Specific areas.

Prime Areas	Specific areas
<ul style="list-style-type: none">• Personal, Social and Emotional• Physical Development• Communication and Language	<ul style="list-style-type: none">• Literacy• Mathematics• Understanding the World• Expressive Arts and Design

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children.

Baseline Assessment

Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school.

The assessment is not intended to provide diagnostic information about pupils' areas for development.

The assessment takes the form of a twenty minute 1:1 session with the teacher. Staff also enter baseline assessment data into our data management system to track pupil progress.

EYFS Profile

At the end of the Foundation year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected.

They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard).

The key foundation stage performance indicator is "A Good Level of Development". In order to achieve "A Good Level of Development", children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

- Inform parents about their child's next steps and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

The Wider Curriculum

There is an emphasis on **effective formative assessment** in the classroom to secure learning and/or adapt learning. From our curriculum, we have created subject builders which are used for half termly summative assessments. The focus is on revisiting gaps in learning using the analysis.

PSHCE- knowledge based questions will be introduced in term 3 2024 for the Jigsaw scheme of work.

Science-we follow the SIGMA approach with an end of unit assessment. After analysis, teachers revisit gaps in learning.

P.E Passport tracks children's progress half termly on each individual's journey is monitored during their time at Herrick.

All pupils with SEND have a Pupils Outcomes Plan (POP) which is reviewed termly and interventions are planned termly.

Moderation

We ensure consistency in teacher assessments by:

- Agreeing details of criteria using the National Curriculum
- Moderating within year groups annually (Year meetings)
- Moderating within local authority at Development Group moderation activities
- Discussing consistency in planning sessions

Recording Summative Assessments

- Reading, writing and maths assessments - Teachers input data for individual pupils onto SIMs once a year.

Pupil Progress Meetings and Assessment Analysis

- Teachers attend pupil progress meetings individually with members of the management team in order to identify strengths and issues in the progress data and ensure that support is provided where children may have made insufficient progress. This allows for careful tracking of every child.
- Teachers will be offered a separate pupil progress meeting to focus on the pupils in their class with SEND.
- Data is scrutinised annually in depth by Senior and Subject Leaders in order to identify strengths and weaknesses in attainment and progress of different cohorts and groups. This information is used to inform whole school policy and development in teaching and learning.

Sharing information about pupils' attainment

- Information about individuals is restricted under our data protection policy to:
- School staff on a need-to-know basis, i.e. for the purposes of teaching
- The receiving school when pupils leave
- Professionals who work with the school for advisory purposes
- Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home

We inform parents of pupils' targets by:

- Meeting with parents informally and formally
- Sending parents annual written reports

Appendix

Assessment Process

<i>Autumn</i>	<i>Autumn 1.2</i>	<i>Summer</i>
<i>Baseline Nursery assessment</i>	<i>EYFS spring assessment</i>	<i>EYFS summer assessment</i>
<i>Teacher Assessment</i>	SATs 2 & 6 papers (maths, reading, GP) WhiteRose Paper Years 3-5 (maths, reading, GP) Year 4 times-tables test	SATs 2 & 6 papers (maths, reading, GP) WhiteRose Papers Years 3-5 (maths, reading, GP) Yrs 2 -6 NGRT reading age ass. Yrs 1 Phonic/ Yr retakes

Assessment 2024 – 25 (EYFS)

Assessment to inform:					
Term	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
1.1	Complete Baseline assessment Nursery and Reception	<p>Understand of attainment.</p> <p>Identify the areas of development.</p> <p>Identify the individual children's needs.</p> <p>Identify the intervention groups</p>	<p>Small group focus teaching activities will be planned accordingly to gender gap, identified areas of development.</p> <p>Intervention groups will be set.</p> <p>Targeted children will be identified.</p> <p>Setting Letters and Sounds, and maths groups.</p>	Teacher will be able to predict the expected progress and the attainment for each child.	<p>Through Home& School diary, parents will be informed what their children's targets are. Children will be given verbal feedback about their work and the way they play throughout learning through play, individual reading, small group focus activities.</p> <p><u>Parents will receive the child's baseline report in second half term.</u></p>
	Home and School Diary-ongoing Reception only	To have good communication with parents and inform parents about their children's learning. Working parents have an opportunity to pass their views on their children's needs and learning.	During focus activities, reading and focus writing, the targets are given to children is also shared with parents. TAs are clear what the children's targets are when they work with their targeted children.	Plan specific targets for children which will make an positive impact on children achieving age expected level and make good progress.	Parents will have regular update about their children's learning and targets. They will have a god understanding of what their children's strength and areas of development in maths and literacy.
1.2	Autumn 2 Assessment NELI assessment- identify pupils with language and speech needs	Identify the areas of development, Analysing progress, gender gap etc.	Regrouping children Identifying topics and creating enabling environment according to analysis of data	Re-evaluate the expected outcomes	Children's progress shared with parents at the parents evening.
2.1					
2.2	Spring Assessment	Identify the areas of development, Analysing progress, gender gap etc.	Regrouping children Identifying topics and creating enabling environment according to analysis of data	Re-evaluate the expected outcomes	
3.1					
3.2	Summer assessment	validity of Teacher assessment	Phase action plans SEF- SDP	Actual data is produced	Parents receive end of year written report with the children's attainment
1.1-3.2	Reading diary-ongoing Nursery and reception	To identify child's reading level, to support their reading skills, to develop their comprehension and language through discussion and questioning	Parents workshop- letters and sounds Talk for writing – supporting comprehension and understanding of the text Supporting children with extending their vocabulary/ Letters and sounds planning	Identify children's strength and areas of development and identify targeted groups of children	Parents are given feedback how their children's reading is. How well they read and what they need to practise more.

Assessment 2024 – 25 (Reading)

Assessment 2024 – 25 (Reading)					
Term	Process – What is to be done?	Assessment to inform:			How is this to be Communicated to Pupils and parents?
		Purpose	Planning	Predictions	
1.2	Follow Little Wandle 6 weeks assessment and review	Ensure children are receiving appropriate keep up sessions.			Yrs 1-6 Reports cards sent home informing parents of teacher assessment and discuss progress in parent meetings. Strategies to support flyers provided online
3.1	Yrs 3-6 to complete the New Group Reading Test(NGRT) on-line Yr2 GL assessment paper 2A Yr3-6 NFER test Y2 & 6 SATs Papers	To provide revised standardised score and reading age – calculate level of progress GL/NGRT-assess comprehension ability and analyse progress in reading ability Provide in-depth analysis with specific focus on sub groups	Review interventions Inform support required for individual children		
3.2	Yr1 Phonic Screen Check	(Yr1)To test formally phonic knowledge and ensure children	placed in correct phase groups (Yr2-6)	Support in re-evaluating target setting	Reports cards sent home informing parents of ability (term 3.2)

Assessment 2024-25 (Writing)

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Term	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
Beginning of 2.1	Writing Assessment/ Moderation workshop	Secure Teacher Judgements	Identify writing skills that require focus and plan accordingly	Plan specific targets for identified children	Parents Meetings- inform parents of provision, interventions and gaps and how these are being addressed.
2.2 or 3.1	Writing Moderation with cluster of schools		Standardise writing for own school		
3.2	Writing Moderation Followed by Teacher Assessment				Summary to support review of teacher assessment and Literacy provision

Assessment 2024-25 (Maths)

Term	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
Throughout the year	-Times tables to be taught weekly and tested formally - highlight incorrect or difficult multiplication facts	To support pupils recognise difficulties and provide focus on learning specific multiplication facts	To support in developing times tables lessons for either whole class or individuals	-Times tables to be taught weekly and tested formally - highlight incorrect or difficult multiplication facts	1.2 Parents updated on progress via Parents Meeting
3.1	Years 2 & 6 SATs Papers Years 1 & 3-5 Summer WhiteRose Paper				
3.2	Y4 Multiplication Test	Check multiplication knowledge secured in relation to age across year group	To inform planning of weekly fluency sessions.		3.2 Test results sent out to parents in year 4