

# ASSESSMENT POLICY

Last reviewed: January 2016

Date for next review: January 2019



Ashton Hayes Primary School

*Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB*



Cheshire West  
and Chester



Erasmus+

# Ashton Hayes Primary School

## Assessment Policy

### What do we need from assessment information/data?

1. Information for pupils about what they have achieved /next steps (formative/AfL).
2. Information to help the teacher's plan ongoing learning (formative/AfL). .
3. Information for Head/Governors/external monitoring for tracking standards in school (summative).
4. Information for parents about their children's attainment and progress (formative, via learning reviews; summative, via end of year reports).

### Key Principles:

- **Our assessment policy is based upon the NAHT model:** this has been developed by teachers and experts who have given the matter a huge amount of time and thought. It uses the concept of KPIs (Key Performance Indicators) which are repeated, to ensure that key concepts are mastered over time. The KPIs link with 'Pupil Asset'.
- **The new floor targets for 2015/16 at the end of KS2 are that 85%** of pupils are at the expected standard in reading, writing and maths. This has been raised from 65% in 2014/15. Therefore over the next couple of years the school must ensure that at least 85% of pupils reach 'expected' standard in R/W/M in Y3-5, as the curriculum becomes embedded and the children move through the new system. We must therefore work on the assumption that all children will be somewhere on the relevant year group grid. We can't base a system on the few children who will be operating well below; they will be using a grid from the year (or even two?) below. *[It is thought that 'expected standard' would represent children understanding a majority, but not all, of the curriculum in a year group. This will not become fully clear until after the first end of key stage SATs in 2016.]*
- **We need to have a way of tracking and demonstrating progress within and between year groups**, so some kind of scoring/summative mechanism needs to be built in. We must also have a way of reporting on groups etc.
- **Day to day assessment to inform planning and teaching is vital.** This area is addressed in more detail in the school's teaching and learning/marking and feedback policy.

### Development Stages

Our assessment system has different stages of development:

- Below (Below the expected standard for the year group.) [Red]
- Beginning (understand some of the basic principles but requires significant support to apply the learning successfully. There are gaps in knowledge and/or misconceptions in some areas.) [Yellow/Orange]
- Developing (Shows understanding of how and where to apply the learning, and has begun to do so independently but with varying levels of success. There may still be one or two areas of 'fuzzy' understanding and/or misconceptions.) [Light Green]
- Embedded (The learning is embedded securely across the curriculum. Knowledge is applied independently and confidently, but consistently successful results. The most accomplished pupils will manipulate their skills effectively in a wide variety of contexts.) [Dark Green]

- Deeper Learning (Working well beyond age-related expectations and can accomplish complex, extended tasks in a wide variety of contexts.)

*\*The DNA ticks on Pupil Asset have a built-in 'weighting', ensuring that the most important KPIs are achieved before a child is adjudged to have reached the advanced and embedded stages.*

This addresses the concern that a few children cannot be at beginning of a year group if they are still working at the ability level of the previous one (or even lower). The reason for not having 'exceeded' is that we should be aiming for breadth; stretching our gifted children *outwards* more than upwards all the time. Hence, whilst we may offer some Y4 objectives to some children at the end of Y3 we need to ensure a deep understanding of the stretching curriculum in a specific year group. Our aim is for 85%+ of children being at expected standard (developing and embedded) in R/W/M at the end of each year.

### **Ongoing (day by day/week by week):**

'Mini-grids', in pupil books, are used on a regular basis to inform the teacher and pupil about progress and attainment. The mini-grids (for reading, writing and maths) have 6 or 7 core objectives and record which development stage a child is at. Mini-grids will essentially remain the same throughout the year and will help to inform judgements about children's progress against end of year KPIs; however, teachers need to be aware that the mini grids do not correspond exactly to KPIs and that there are many more KPIs than mini-grid objectives, against all of which each child must also be assessed.

### **Tracking**

Pupil Asset is the school's tracking and analysis tool. It should be completed by teachers on at least a termly basis and a development stage recorded against each of the KPIs. These in turn, inform the 'DNA ticks' that will allow teachers to make a judgement about which development stage a child is at in reading, writing or maths. The SLT hold pupil progress meetings with individual year group colleagues each term and prepare action plans which identify which individuals and groups are not making sufficient progress and outline what will be done to address the issues. The assessment data and action plans will be shared in meetings between individual and monitored by Headteacher and Governors.

Tracking and assessment data can also be used to identify possible areas for staff CPD.

### **Reporting to parents**

Pupils' progress and attainment will be reported to parents via learning reviews in October and March of each academic year. Learning reviews involve parents, teachers and pupils discussing the child's progress, strengths and areas for development in a 10-minute meeting. They should be focussed exclusively on *learning*.

At the end of each academic year, parents will receive a written report with a judgement about which development stage a child is at in reading, writing and maths (Below; Beginning; Developing; Embedded; Deeper Learning) and general comments, including about progress and achievement in other subject areas, as well as about behaviour, attitudes, achievements and contribution to school.

### **Ensuring Consistency**

It is important that we moderate and check our own judgements. This will build up and improve over time and will happen in the following ways:

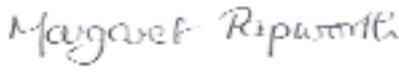
- Half-termly moderation.

- Regular work scrutiny within year groups and across the school (by Subject Leaders, DHT, HT, in year group meetings and staff CPD meetings)
- Termly moderation/monitoring of DNAs and tracking info (Pupil Asset) through pupil progress meetings (carried out by HT and DHT; monitored by HT and Govs).
- Joint moderation session with schools in EIP and network groups. This will ensure that our understanding of the expected standard for each year group is the same as another school's.

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**Date of next review:** January 2019

**Signed:**  Headteacher

**Signed:**  Chair of Governors