

Hyde Park Junior School Assessment Policy



We are inclusive, confident and enterprising learners who are brave, curious, optimistic and kind. We are ready to embrace the future.

The new national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

Hyde Park Junior School Assessment Policy Contents	
The principles and aims of assessment at Hyde Park Junior School	2
Assessment and its relationship to pedagogy	4
Tracking attainment and progress	5
Monitoring assessment	7
Reporting on attainment and progress	7

1. The principles and aims of assessment at Hyde Park Junior School

At Hyde Park Junior School we carry out assessments

- ✓ **for learning, formative assessment**
- and
- ✓ **of learning, summative assessment**

The purpose of [formative assessment](#) is to support responsive teaching; it gives the teacher and pupil the information that forms that basis for successful action in improving performance.

The purpose of [summative assessment](#) is to create a shared meaning around pupil performance at fixed points throughout the year.

Assessment information is used to plan appropriate teaching and learning strategies, including identifying pupils who are falling behind in their learning or who need additional support enabling pupils to make sustained progress and achieve well. It is also used to identify strengths and areas for development in the impact of teaching across the school and within subjects.

Ensuring a fully inclusive approach to assessment

The principles of assessment without levels apply to all pupils, including those with special educational needs (SEN) and disabilities. Assessment at Hyde Park Junior School is inclusive of all pupils. It is used diagnostically to contribute to the early and accurate identification of children's special educational needs and any requirements for support and intervention. For pupils with recognised SEN and disabilities, assessment considers long-term wider outcomes such as higher education, employment and independent living. At Hyde Park Junior School we are considering meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence.

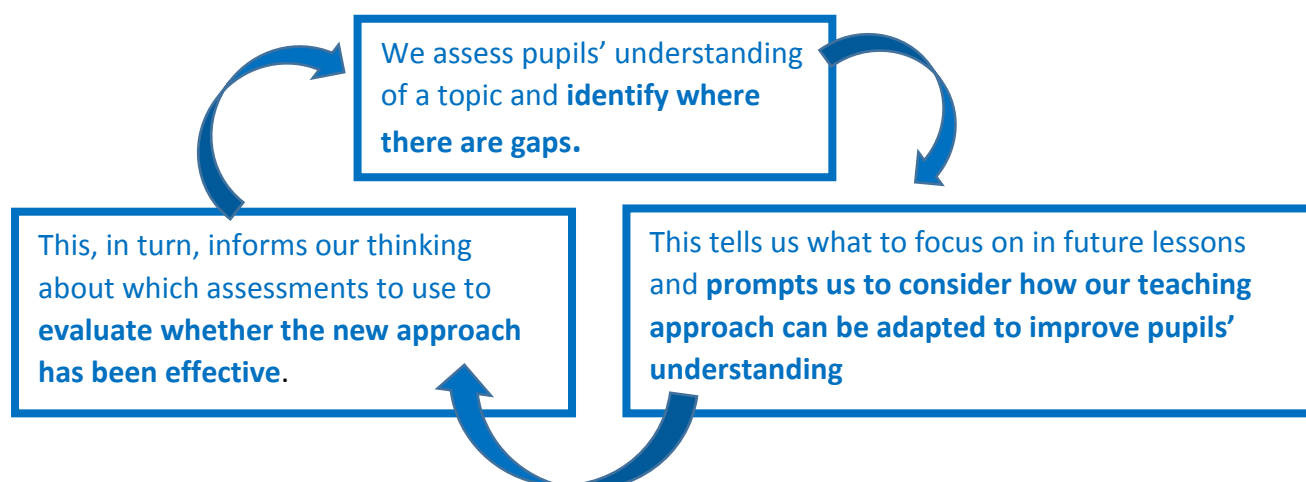
At Hyde Park Junior School high expectations apply equally to pupils with SEN and disabilities as to all other pupils, particularly in relation to independence. We recognise the amount of effort pupil puts in as well as the outcomes achieved. Our assessment methods are adapted for some pupils with SEN and disabilities, for example by using visual stimuli and alternative means of communication.

Formative assessment

We believe that assessment and pedagogy are inextricably connected. We believe that In-school formative assessment should be an integral part of teaching and learning. It allows us to understand pupil performance on a continuing basis. It enables us to identify when pupils are struggling, have consolidated learning and are ready to progress.

In this way, formative assessment ensures we have the knowledge of our pupils that enables us to provide appropriate support or extension as necessary. It also enables us to evaluate our own teaching of particular topics or concepts and **to plan future lessons accordingly**

At Hyde Park Junior School we follow a cycle circle of responsive teaching.



In this manner [assessment and pedagogy](#) are intrinsically linked. Good teaching and assessment continually reinforce each other to create a culture of responsive teaching, which generate continuous improvement.

Formative assessment at Hyde Park Junior School

- involves sharing learning goals with pupils;
- aims to help pupils to know and to recognise the standards they are aiming for;
- involves pupils in self-assessment, appropriate to their stage of development
- provides feedback which leads to pupils recognising their next steps and how to take them;
- is underpinned by confidence that every pupil can improve;
- involves both teacher and pupils reviewing and reflecting on assessment information.

Whilst there is no intrinsic value in recording formative assessment, in the Autumn Term of 2015 we agreed that staff would record their formative assessment and notes on gaps in understanding in a class learning journal. From September 2016 each member of staff has developed their own systems. All adults working in the class record their observations and assessments in one of the follow systems.

Assessment log

Conferencing book

Annotate plan conferencing log

Summative Assessment

Pupils take national test at the end of key stage 1 in mathematics and at the end of key stage 2 in reading, spelling punctuation and grammar and mathematics.

At Hyde Park Junior School we use Summative Assessment to create three fixed point measures of attainment in years 3, 4 and 5. These three fixed point measures of attainment take place in December, March and June. Our summative assessments must communicate a shared meaning, so that on track in year 3 corresponds to on track in year 5. As attainment is communicated by a test for reading, spelling punctuation and grammar and mathematics at the end of key stage 2 we use also use testing for summative assessment for those subjects. These tests sample the domain being taught, i.e. that years curriculum.

We use a quality model for the composition of writing, which requires a judgement based on

guidance provided. In order to minimise variation regarding tasks set, help given and the variability of assessor's clear guidelines are adhered to for specific pieces of work to be assessed. The assessment of English Appendix 2: Vocabulary, grammar and punctuation is carried out by the teachers setting short tasks to test the specific elements. This is looked at in conjunction with composition to judge a pupils attainment.

2. Assessment and its relationship to pedagogy

Our assessment processes and our pedagogy are inextricably connected. Assessment of pupils' attainment and progress are directly linked to the curriculum followed by the school. We believe that teaching and learning must be an interactive, collaborative process, where teachers can talk with pupils and raise open-ended questions in order to construct and share their understandings, where pupils are supported to think for themselves, become more resourceful, reflective and effective learners.

Using summative assessments to plan the learning journey

The national end of key stage 1 question level analysis of mathematics provided by Hyde Park Infant School as well as their in-school summative assessment is used to plan responsive teaching and flexible grouping for pupils on entering year 3. Test and other summative assessments carried out at three fixed points in the year enable us to evaluate pupil learning and identify patterns in individual performance and also assess the impact of their teaching. This allows teachers to plan for subsequent teaching and learning, adapting the curriculum emphasis, or pupil groupings in response to identified need

Using formative assessment to plan the learning journey

Prior to each new unit of work in writing and mathematics pre teaching assessment takes place in order to plan the learning journey. These are not tests and each teacher will use their discretion as to how they work with individuals or groups to undertake them. The purpose is to expose pupils understanding of an area in order to plan future learning. Teachers will carefully observe pupils, a frown is a valuable piece of assessment, teachers may work with pupils and question them to gain the fullest picture of their understanding.

Phase Leaders work together with year groups to ensure that planning reflects the pupils learning needs identified in the pre teach assessment for

- *the individual*
- *a group of pupils with the same error or area for improvement*
- *the class*

These adaptations may include

- flexible grouping across the year group
- planned keep up and catch up interventions to take place the same day
- adaptations to planning to meet individual needs

Writing

Phase Leaders ensure that appropriate texts are either identified or written that support the objectives for the unit of writing and priorities identified in the pre teach assessment.

Mathematics

Phase Leaders ensure that pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems.

Phase Leaders ensure that pupils are assessed on their recall, appropriate to their stage of learning.

Phase Leaders ensure there is a strategy to ensure that all pupils acquire the necessary recall appropriate to their stage of learning.

Using formative assessment to support daily responsive teaching

At HPJS teachers and STAs are continually involved in gathering information about pupils' learning and encouraging pupils to review their work critically and constructively through

- observing pupils – this includes listening to how they describe their work and their reasoning;
- questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning;
- setting tasks in a way which requires pupils to use certain skills or apply ideas;
- asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing;
- discussing words and how they are being used.
- self assessment
- peer assessment
- work on white boards
- exit slips
- marking work, including feedback tasks
- quizzes
- challenge chair

Following daily formative assessment of pupils learning teachers will decide on the next steps for

- *the individual*
- *a group of pupils with the same error or area for improvement*
- *the class*

Teachers then adjust their planning accordingly, this adjustment may be

- within the lesson adapting the teaching or pupil groupings
- support for a pupil to keep up given that day
- adjustment to planning later in the week
- identifying an issue to be raised with the year team in order to adapt future planning.

Teachers bring these assessments to PPA to discuss with the Phase Leader and colleagues in order to ensure consistency and identify emerging issues for classes and the year group, in order to adapt planning as necessary over time.

3. Tracking attainment and progress

At Hyde Park Junior School we developed our approach to assessment before considering external assessment systems in order that products could be evaluated according to how they fit with our aims, assessment policy and curriculum.

In selecting the INSIGHT pupil tracking system we considered

- how it supported our policy on assessment i.e. how adaptive it is to our needs
- the extent to which it would support delivery of that policy i.e. if it allows the school to enter its own steps in learning
- whether the assessment approach on which the product is based is credible i.e. not just an algorithm but allows for professional judgement

We adopted INSIGHT pupil tracking system as it presents the best way to support delivery of the Hyde Park Junior School's assessment policy.

Formative assessment

Learning is broken down into steps, as these are taught an assessment of the pupils learning is entered on the INSIGHT system using a four point scale from taught but not understood to deeper learning.

Summative Assessment

The results of Summative Assessments of attainment in years 3, 4 and 5 are entered at three fixed points during the year, December, March and June.

From the test results in reading, SPAG and Mathematics and the quality assessment of pupils writing, pupils will be entered as Below, Just Below, On Track , or Above on the main assessment section of the system.

Inputting and Analysis of data

All teachers have access to the INSIGHT pupil tracking system.

Class teachers are responsible for

- Following this assessment policy and inputting information as agreed, including meeting deadlines.
- Monitoring their own inputs and ensuring that anomalies and inconsistencies are explored and explained or rectified.
- Being aware of the assessments of the other classes in the year group to ensure that anomalies and inconsistencies are explored and explained or rectified.
- Monitoring the attainment and progress of their pupils and adapting their teaching as necessary.
- Contributing to the year group discussions on the analysis of data and its implication for future planning of the learning journey

Phase Leaders are responsible for

- Ensuring that their team are inputting information as agreed, including meeting deadlines
- Monitoring the inputs of class teachers and ensuring that anomalies and inconsistencies are explored and explained or rectified.
- Analysing formative assessment in the form of steps to learning in order to inform the planning of the [learning journey](#).

4. Monitoring assessment

In evaluating the accuracy and impact of assessment, we will consider:

- How teachers and STAs assess pupils' understanding and identify where there are gaps.
- How teachers and STAs adapt teaching approaches to improve pupils' understanding
- How effective assessment choices are in evaluating whether the new approach to teaching have been effective.
- Whether useful feedback, written or oral, from teachers and STAs helps pupils understand how to improve.
- Progress evident in pupils books
- Whether pupils can articulate what they have learned and how they need to progress – not in terms of a defined rubric, level or target, but by demonstrating a real understanding of where they need to focus their efforts, gained from effective question and answer between the teacher and pupil.
- How consistent teachers and STAs judgements are about pupils' progress and attainment, within and across year groups.
- Whether pupils are making sustained progress over time.

5. Reporting on attainment and progress

Attainment

Attainment is reported to parents and Governors following the three fixed point assessments at the end of each term.

Progress

Progress is measured from a pupils key stage 1 assessments and this is reviewed following each fixed point summative assessment.

End of key Stage 2. It is not possible to forecast progress scores reliably. This is mainly because they are based on the national distribution of each cohort's test performance, which clearly will not be known until after the cohort has taken the test.

Reporting to external agencies

Ofsted does not expect any prediction by schools of a progress score, as they are aware that this information will not be possible to produce due to the way progress measures at both KS2 and KS4 are calculated. Inspectors should understand from all training and recent updates that there is no national expectation of any particular amount of progress from any starting point. 'Expected progress' was a DfE accountability measure until 2015. Inspectors must not use this term when referring to progress for 2016 or current pupils.

Inspectors should only ask to see assessment information, including any pupil racking information, in the format that the school would ordinarily use to monitor the progress of pupils in that school. Its purpose is to provide insight about the impact of support to aid pupils with deepening their knowledge, understanding and skills.

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