



# Assessment Policy

Doc reference: **CP/00012**    Issue: **2**    Pages: **6**    Author: **Helen Bates**    Status: **Approved**

---

Approved:

Date:  
Sept  
2017

---

Reviewed:    (Signatures)

---

## Contents List

1	Statement of Intent .....	3
2	Principles .....	3
3	Rationale .....	3
4	Key roles and responsibilities.....	3
5	Training of staff.....	4
6	Types of assessment .....	4
7	Tracking and reviewing progress.....	5
8	Marking and feedback .....	5
9	Standardisation and moderation .....	5

## Document history

- Issue 1: Original policy  
Issue 2: This is a completely re-written policy using a model taken from The SchoolBus

## **1 Statement of Intent**

At Hollingworth Primary School we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Acknowledging achievement.
- Working with other agencies as needed.

## **2 Principles**

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching and additional support.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

## **3 Rationale**

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Assessment should be integrated into teaching so that progress can be monitored and barriers to learning can be identified at pupil, group, class level.

Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.

## **4 Key roles and responsibilities**

- The governing body has overall responsibility for the implementation of the Assessment Policy and procedures.
- The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to,

ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

- The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- The Headteacher is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.
- The Assessment leader, alongside Senior Leadership Team, is responsible for collecting and interpreting assessment data, local, national and school level assessment data.
- Class teachers are responsible for carrying out assessments in line with school procedures and setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers and contributing to 4 and 1 SEN records.
- Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

## **5 Training of staff**

- Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.
- Teachers and support staff will receive training, where necessary, as part of their development

## **6 Types of assessment**

Hollingworth Primary acknowledges that assessment will take place in a range of different ways for different subjects. However, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

At Hollingworth Primary we use formative and summative types of assessment.

- We define formative assessment as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve. This may include (but is not restricted to) oral feedback, self assessment, peer assessment, targeted questioning and written feedback.
- We define summative assessment as activities which assess final achievement at a given point. This may include a written test in reading and mathematics and a formal written task to assess writing.

## **7 Tracking and reviewing progress**

Summative assessments are recorded electronically using the school's SIMs tracking system.

Pupil progress meetings for each year group are scheduled termly and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming.
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.

## **8 Marking and feedback**

- Marking of pupils' work will follow the Marking and Feedback Policy.
- Marking and feedback will be subject specific and may relate to individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.
- Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).

## **9 Standardisation and moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues.
- Partnership with colleagues from other schools within the local area.
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.
- A written report for each pupil is sent to parents/carers following each assessment period. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.
- For pupils at the end of key stages 1 and 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

- Parents/carers are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn and Spring terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the Headteacher at other times.