



HIGHGATE
PRIMARY SCHOOL

Assessment Policy

March 2022

‘The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains’.

Inside the Black Box
Paul Black and Dylan Williams

1. Rationale

At Highgate Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work that meets curricular expectations at the level necessary for each child’s continuing progress.

Summative assessment is important for accurate information regarding a child’s attainment and progress. It informs whole school target setting and prediction of a cohort’s future attainment. Statutory summative assessment is used to monitor children’s progress and, at the end of Key Stages, to produce publically available data which informs judgments on the school’s overall performance.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing attainment across classes, cohorts and the whole school
- To enable the active involvement of pupils in their own learning, including through identifying achievable and challenging targets for each child
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils, while meeting curricular objectives
- To provide regular information for parents that enables them to support their child’s learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school’s performance against its own previous attainment over time and against national standards

3. Assessment Methods

At Highgate Primary, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve it.

Formative assessment is used to:

- identify children's strengths and gaps in their skills and knowledge
- identify next steps for learning and appropriate targets for each child
- inform future planning
- enable appropriate teaching and learning strategies to be employed
- facilitate the setting of targets for the cohort, class or group
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform parents of a child's progress and of the strengths and gaps in their skills and knowledge
- identify individuals and groups for specific intervention support

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) provides a way of for teachers and parents to understand a child's attainment and progress within a subject. It informs whole school target setting and the prediction of a cohort's future attainment.

Summative assessments:

- record a child's attainment in a particular subject at a given point in time
- may make use of one-off standardised tests to inform teacher judgements
- provide judgements on a child's attainment relative to nationally expected standards for their age
- produce statutory end of key stage assessment data against which the school will be judged
- meet statutory requirements for reporting attainment in phonics (Y1) and multiplication tables (Y4)
- provide information about the relative attainment in each subject of groups, classes and cohorts to inform future provision

4. Planning for assessment

- The 2014 National Curriculum Programmes of Study and the 2021 Statutory Framework for the Early Years Foundation Stage guide our teaching, providing us with a framework which ensures breadth and balance in our curriculum.
- These documents are used to inform our Highgate Primary Curriculum topic overviews and subject schemes of work. We use the assessment guidance in these documents to help us identify each child's level of attainment.
- Lessons are planned with clear learning objectives, using the teacher's detailed knowledge of their class to set tasks which are appropriate to each child's level of ability. Our planning format ensures that lessons are planned in detail, taking into account the needs of all pupils, and includes success criteria which allow children to demonstrate their mastery of the objectives for that lesson. In some areas, teachers make use of published schemes which may include planning, adapting it as required to meet the needs of their class.
- Teachers mark children's work after each lesson and use this to assess children's performance against success criteria and, hence, their progress in relation to the planned learning objectives. This information informs planning for subsequent lessons.
- Lesson plans include opportunities for regular focused marking. This is used to set next steps, showing the child where they are in relation to relevant learning objectives and what they need to do next in order to achieve these objectives.

4.1. Assessment and Reporting in the Early Years Foundation Stage (EYFS)

In the EYFS, assessment is informed by on-going observations of the children by adults within the team. In the second half of each term, the teaching team review the range of evidence which has been collected, in order to make a 'best-fit' judgement of the child's level within each area of learning and development. This evidence includes short and long observations, photographs, in-depth knowledge of the child, profile books, children's contributions and parental knowledge. See below for further details.

Reception Baseline Assessment

Once happily settled-in, and in any case within six weeks of joining the class, every child in Reception is assessed, using a range of English and maths activities. The results from these assessments are recorded electronically and held by the Department for Education (DfE). They will be used by the DfE to monitor how well the children in our care progress over the whole period they are at Highgate Primary, from the start of Reception to the end of Year 6. This does not form part of the school's own assessment process, which is observation-based and works on a termly cycle throughout the school.

Early Years Attainment Tracker

We track children's development against a set of descriptors contained in the 'Birth to 5 Matters' document produced by the Early Years Alliance. This details typical child growth in seven areas of learning and development: Personal, Social and Emotional Development (PSED); Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. Each of these areas of learning is further divided into more specific aspects, e.g. PSED has three aspects: 'making relationships', 'sense of self' and 'understanding feelings'. For each aspect, a descriptor is provided detailing what a typical child should be able to do at each stage of development. Most children are assessed against the descriptors applicable to their chronological age, although some children with significant needs may require the use of descriptors for a younger age group.

Within the selected age-band, the teacher makes a judgement for each aspect of learning as to whether the child is working **at the expected level** (EXS), below the expected level (B for **below**, or WTS for **working towards** the level if they are close to it) or above the expected level (GDS for working at **greater depth**.) + and – modifiers are used to allow finer judgements to be recorded. This scale matches that used throughout the rest of the school (see below).

EYFS Assessment Methods/Materials

Long observations

Long observations are designed to give teaching staff an insight into individual children; how they interact and communicate with their peers, what and who they choose to play with and how they use the learning environment within the EYFS. These observations are unobtrusive and tend to last for 10-15 minutes. Children's comments and actions are recorded and, where relevant, are celebrated in their Profile Books (see below) with photographs, captions and narratives.

Short observations

Short observations are carried out for a specific purpose (e.g. to assess a child's understanding of one-to-one correspondence with numbers 0-10) and usually last for 5-10 minutes. They are used to inform and identify a next step, which will be reviewed later in the half term.

Significant achievements - or 'wow moments' - are also recorded to inform assessments and the children's Profile Books.

Profile Books

Each child has an individual Profile Book, which is used to provide evidence of their most significant learning over the year. Each Profile Book contains a selection of photographs from each half-term showing the child in a variety of learning experiences, accompanied by a short caption explaining what the child is doing, as well as a variety of art pieces and independent mark-making. In Reception, they also contain at least four contextualised pieces of good-quality written work each half-term as well as Mandarin calligraphy.

Early Years Foundation Stage Profile (EYFSP)

This is completed by the Reception class teachers during the Summer Term and summarises and describes each child's attainment at the end of the EYFS in terms of the 17 Early Learning Goals (ELGs), as well as a short commentary on each child in relation to the three characteristics of effective learning: 'playing and exploring', 'active learning' and 'creating and thinking critically.' Teachers review information from a range of sources to make a 'best fit' summative judgement for every child in relation to each of the ELGs. This judgement must show whether the pupil is:

- Meeting expected levels of development ('expected'); or
- Not yet meeting expected levels of development ('emerging')

On completion, the EYFSP for each child is reported to the Local Authority, who then return this data to the Department for Education. The EYFSP is also shared with parents and with each child's Year 1 teacher and forms the basis for ensuring that the child's needs are met as they progress into Key Stage 1.

Children who meet all of the ELGs in the 'prime' areas of learning (Personal, Social and Emotional Development; Communication and Language; and Physical Development) and all of the ELGs in the 'specific' areas of Literacy and Maths are considered to have achieved a Good Level of Development (GLD). Children who achieve GLD by the end of the EYFS are 'on-track' and ready to access the National curriculum at the beginning of Year 1.

4.2. Assessment and Recording in Key Stage 1 and Key Stage 2

Formative Assessment and Recording

- Teachers use daily marking of children's work, more focused marking of selected pieces, and observations of the child as they work individually or in groups as assessment for learning (AfL), tracking how well each child has mastered the learning objectives encountered and assessing progress towards meeting their learning targets.
- These on-going assessments of children's attainment in reading, writing and mathematics are recorded using Pupil Assessment Trackers (PATs), grids which provide a descriptive profile for each child. Each year group's PATs use key descriptors for each subject which are adapted from the statutory learning objectives for that year group contained within the 2014 National Curriculum.
- Teachers use the PATs to support them in identifying and setting new next step targets for each child in an ongoing cycle throughout the year, before passing the trackers to the following year's teacher.
- Teachers also complete one additional grid for their class for each of reading, writing and mathematics, known as a curriculum coverage tracker. These trackers are used to record and monitor how well the class as a whole has mastered each of the National Curriculum objectives; they are not used for assessing individual children.
- The PATs use a scale of 1 to 5, as defined below. For simplicity, the same scale is also applied to the curriculum coverage trackers.

0

The child is working at a level where they are unable to access this objective, and will need to master objectives from a previous year group or groups before they can do so.

1

The child has some understanding of this objective, but requires scaffolding or support to meet it.

2

The child has a good understanding of this objective and is able to demonstrate this independently.

3

The child has a very secure understanding of this objective, and can apply this skill, knowledge and/or understanding in different contexts.

Summative Assessment and Recording

- Once each term, teachers will use the information recorded on the PATs, as well as their overall knowledge of each child, to form a summative judgement ('assessment of learning') on a child's overall level of attainment within each of reading, writing and mathematics.
- Teachers may also draw on information from standardised tests (e.g. White Rose Maths termly tests) to support these judgements but will always interpret these in the context of what else they know about a child's knowledge and skills.
- These judgements are input into FFT Aspire pupil tracking software, allowing teachers and school leaders to analyse both attainment and progress individually or by class, cohort or pupil groups, and to compare them to school, local authority and national benchmarks.
- Nearly all children will be assessed as working within one of the four bands defined below (B, WTS, EXS and GDS). The bands can be further qualified by the application of + or – suffixes to indicate more precisely how well a child is attaining within that subject.
- Children with more significant levels of special educational need or disability may be working at a level below that of their Key Stage, in which case they will be assessed using a series of Pre-Key Stage descriptors (labelled PK1, PK2, and so on.)
- Those children with the highest level of need who are not able to take part in subject-specific study at all are assessed using the engagement model. This records a pupil's attainment on each of the five dimensions of exploration, realisation, anticipation, persistence and initiation.

Working below the expected standard (B)

Children are working at a level significantly lower than that of their peers. This may be as a result of difficulties with learning, being new to English or, indeed, new to mainstream schooling. They are currently unable to access the lesson objective without significant support from an adult or peer.

They will typically receive one-to-one or small-group support which addresses an objective more appropriate to an earlier year group.

Working towards the expected standard (WTS)

Children can access the material being taught and have an understanding of the learning objectives.

Independent work will often be significantly scaffolded and adult support may be required.

Learning in this area is not yet secure and will need to be revisited regularly.

Working at the expected standard (EXS)

Children are engaged with, and can contribute appropriately to, whole-class teaching.

Children achieve learning objectives within a lesson and retain the ability to meet them in future lessons, however they may require prompts and/or reminders to apply this knowledge to other areas of learning.

Working at greater depth within the expected standard (GDS)

Children are very engaged with the whole-class teaching and typically make relevant contributions to it.

Children achieve lesson objectives to a high standard and are articulate their understanding with clarity.

Children have developed a level of expertise in the subject and apply this to other areas of learning.

- Termly Pupil Progress Review meetings with the Headteacher are used to analyse progress and attainment within each class and to plan to address any areas of under-performance, including monitoring the achievement of focus groups.
- Pupil Progress profiles are updated termly for any children eligible for the pupil premium grant in order to track these pupil's progress and the effectiveness of provision for them.
- The SENCo holds termly and annual reviews of the progress of pupils on the SEND Register, involving parents, teachers and any other adults who work with the child. Pupils' progress against individual targets is reviewed and new targets are set, as appropriate, to ensure that the children's needs are being met and that they are being supported to achieve to their full potential.

Assessment in KS1 and KS2 by subject

To assess **reading**, teachers use the PATs and guided reading records to inform their judgements as well as children's performance at regular written comprehension tasks. They may also use specific assessment

tasks as appropriate to the age and ability of the child, which may include the running records as well as formal tests, including the end of Key Stage SATs and the Year 1 Phonics Screening Check. Reading targets informed by this process are shared with children and parents via Reading Records. Progress in **phonics** is assessed every half term for all children in Reception and Year 1 (and for older children where appropriate,) using Little Wandle assessment materials, and a phonics attainment tracker updated accordingly. Teachers use this data to plan future provision.

To assess **writing**, teachers mainly use focused marking of extended pieces of work to make judgements about children's attainment against the descriptors in the PATs for the relevant year group. This includes work which the children have edited themselves as this forms an important part of the writing process. Judgements are made as to the degree of independence which the pupil shows with regard to each descriptor; these may be checked by asking children to complete an unaided writing sample.

To assess **mathematics**, teachers use the PATs in conjunction with marking of written work and observations made when working with children during mental and oral starters, individually or in groups. Judgements are also informed by written tests; teachers may administer informal tests to pupils to check their mastery of particular areas of learning, including their knowledge of number facts, and will also take note of results from statutory end of Key Stage tests and the Multiplication Tables Check in Year 4. Information gained is used to inform future provision within the overall progression of the White Rose Maths scheme of learning, and to plan additional support for those children who need it.

5. Moderation

Moderation of samples of children's work takes place each term to ensure consistency of assessment. Teachers meet in phase groups or in cross phase groups to analyse children's work, using the PATs or Birth to 5 Matters descriptors to validate judgements of written work. At the end of the year, a sampling process takes place in which senior leaders check teachers' judgements for a small number of children in each class, using a mixture of work scrutiny and assessment activities carried out directly with the pupils. During the summer term, teachers in Reception, Year 2 and Year 6 are required to make formal teacher assessments for the end of the key stage. They participate in moderation with other schools arranged at a local authority level and may have their judgements moderated by a formal local authority visit. Moderation across schools may also take place within our Network Learning Community group.

6. Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Curriculum Policy
- Mathematics Policy
- English Policy

7. Review

This policy is subject to review every three years. Its impact will be evaluated on an ongoing basis as part of the school self-evaluation. In order to carry out this evaluation, the Assessment Leader will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy. Lesson observation reports, scrutiny of work and marking, monitoring of planning and analysis of assessment data will be kept digitally within a secure area.

8. Staff Responsible for Implementation

- Peter Burge – Assistant Headteacher and Assessment Leader
- William Dean - Headteacher

Appendix I: Marking Guidance

This guidance on marking forms part of the school's Assessment Policy and is directly linked to curriculum planning. The school is committed to using formative assessment (assessment for learning) and uses marking and the setting of next step targets as the principle methods for providing feedback to children in order to raise standards of attainment. Marking refers to both focused marking, in which a piece of work is commented on in more detail, with a next step target set related to that piece of work, and daily marking, which provides the teacher with information on how well each child has mastered the lesson's objectives and so informs subsequent planning and teaching as well as the setting of curriculum targets.

Marking and Targets

The setting of next step targets is based on the principle that, in order to make good progress, pupils need to be clear about their learning goals and what they need to master next in order to progress towards them.

Marking allows teachers to assess children's progress in relation to planned learning objectives. Information gleaned from marking is used to update Pupil Assessment Trackers (PATs), identifying children's strengths and gaps in their skills/knowledge. Use of marking in conjunction with PATs allows teachers to set children next step learning targets which are sufficiently challenging to move their learning forward but which can be achieved in a timely fashion; teachers aim to set targets which a child can normally achieve within a month.

Targets are shared with the child, in an age-appropriate way, to allow each pupil ownership of their own learning. This will normally be in writing in Year 2 upwards, verbally in Reception, and a mixture of written and verbal feedback in Year 1. Pupils from Year 2 onwards have target sheets which record each target, when it was set, and when it was achieved.

Information which teachers obtain from marking, both focused and otherwise, is also used to inform planning for subsequent lessons. Grouping within classes should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Focused Marking

Writing

Most weeks, teachers carry out focused marking of a longer piece of writing, including setting children a next step task. Weekly plans include provision of sufficient time for children to respond to this marking and to carry out the next step task in an age-appropriate way.

Focused marking of children's writing should relate to either the specific learning objective and success criteria for the piece of work, communicated through WALT (We are learning to) and WILF (What I'm looking for) statements, or to the next step target for each child. Teachers do not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected, provided children are given an opportunity to practise them.

When carrying out focused marking, teachers check whether a pupil has achieved their current next step target. This process may also happen at other times, and older children are encouraged to inform the teacher when they think that they have achieved a target. When a teacher agrees that a target has been met, a new one is set and shared with the child. If a child has been unable to meet a target for a considerable period of time, such as a month, the target should be replaced or broken into more manageable steps.

Mathematics

The main purpose for marking mathematical work is to identify whether each child has grasped a mathematical concept or method and to assess the steps needed to enable further progress. The teacher does not need to mark all of the calculations carried out in a lesson in order to make these judgements. Marking is carried out after every lesson so that misconceptions can be dealt with in the following session, either in groups or as a whole class.

Teachers use the marking process, whether daily or at the end of a unit of work, to check whether a pupil has met any of the learning targets applicable to the specific area of mathematical study. These may be

targets which we aim for all children to achieve, indicating mastery of a curriculum objective, or those which show that the children have mastered an area of the curriculum in greater depth. This process may also be triggered by observations made during lessons, by the marking of formal or informal tests, or by a child informing the teacher that they think they have achieved a target. When a teacher agrees that a target has been met, it is ticked off on the target list kept in each child's maths book and a new target to work on is discussed with the child.

Self- and peer-assessment

Teachers provide regular opportunities for children to assess their own work and the learning of their peers. This helps children to be actively involved in their learning and to be able to identify their own targets for improvement, and may include:

- peer marking against the learning objective (assessing and/or marking another child's work)
- two stars and a wish (children identify two ways in which their work, or that of a peer, meets the learning objective and one thing that they could improve)
- self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- VCOP (using a colour-coded highlighting system to assess their work - vocabulary; conjunctions; openers; punctuation)
- highlighting and annotating their own or a peers work to demonstrate use of text features

Appendix 2: Assessment materials, tools and tests:

Reading	<ul style="list-style-type: none"> • Pupil observations/discussions • Book/work scrutiny • Guided Reading Records • Running Records (Alpha Assess or PM Benchmark) • Phonics assessment materials (including Little Wandle assessments, flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words) • NARA tests • Written comprehension tests/activities (e.g. Cracking Comprehension, inference training) • Published tests (e.g. Rising Stars) • Statutory assessments (Y1 Phonics screening check, end of KS1 and KS2 SATs)
Writing	<ul style="list-style-type: none"> • Focused marking • Pupil observations/discussions • Book/work scrutiny (including work in topic books) • Writing samples (completed independently as far as possible) • Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/alternative graphemes) • Results of class tests (e.g. spelling tests) • Published tests (e.g. Rising Stars) • Statutory assessment of grammar, punctuation and spelling at end of KS2
Maths	<ul style="list-style-type: none"> • Daily and focused marking • Pupil observations/discussions • Book/work scrutiny • Results of class tests of number facts or online games (e.g. TTRockstars and Numbots data) • Published tests (e.g. White Rose Maths) • Statutory assessments (Y4 multiplication tables check, end of KS1 and KS2 SATs)

Appendix 3: Whole school assessment schedule

Ongoing	<ul style="list-style-type: none"> • Update PATs for reading, writing and mathematics • Maintain running records and guided reading records, where appropriate • Record learning targets achieved for writing and mathematics • Set learning targets for reading in reading records • Complete curriculum coverage trackers for reading, writing and mathematics • Record significant progress against learning targets for Foundation subjects • Record significant events in profile books (EYFS)
Termly	<ul style="list-style-type: none"> • Collect independent writing samples • Record assessments of attainment in phonics (Reception/Year 1 – half-termly basis) • Input summative assessments for reading, writing and mathematics into FFT Aspire Pupil Tracking (KS1 and 2) • Input summative assessments for each area of learning and development into recording spreadsheet (EYFS) • Update pupil progress summary • Update prior attainment trackers and analyse summative assessment data (assessment lead) • Pupil progress meetings • Parent consultation evenings • Termly review meetings for children with SEND • SEND intervention trackers reviewed • Individual and class intervention trackers produced • Phase group moderation meetings for writing and mathematics
Annually	<p>Autumn term</p> <ul style="list-style-type: none"> • Administer statutory Reception Baseline Assessment • Senior leaders analyse SATs results from previous year • Class profile sheet compiled for each class • Annual Language Survey (Inclusion Manager) • Prior attainment and BME trackers given to KS1 and KS2 class teachers (assessment lead) • Targets set for end of EYFS, KS1 and KS2 attainment and for phonics screening check <p>Summer term</p> <ul style="list-style-type: none"> • Children take statutory end of Key Stage SATs (Years 2 and 6), phonics screening check (Y1 and some Y2) and multiplication tables check (Y4) • Years 6 make statutory assessments of children's attainment in writing and science • Year 2 make statutory assessments of children's attainment in reading, writing, mathematics and science • Complete EYFSP and brief report on Characteristics of Effective Learning (Reception) • Local authority moderation meetings (EYFS, Years 2 and 6) • Report EYFSP, Year 1 and 2 Phonics Screening Check results, and Year 2 and 6 statutory end of Key Stage assessment results to Local Authority • Years 2 and 6 report children's statutory assessments in reading, writing, mathematics and science to parents • Year 6 report children's statutory assessment in grammar, punctuation and spelling to parents • Year 1 report children's performance in Phonics Screening Check to parents • End of year reports to parents produced, including: report on attainment and progress against key objectives in reading, writing and mathematics; report on attainment in each foundation subject • EYFS hand profile books to parents • Prepare class handover folders and share with next year's teachers