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The importance of Assessment at Hawthorn Tree Primary School

Assessment is an integral part of teaching and learning and is incorporated in the National Curriculum statutory procedures. At Hawthorn Tree Primary School we believe the key purpose of assessment is to ensure children move forward in their learning. Continuous monitoring of children's progress enables the teacher to know what skills, knowledge and understanding of concepts the children have. This information is then used to inform future planning which results to progressing children's learning.

The aim of Assessment

- To ascertain children's prior skill and knowledge.
- To plan work according to the children's level of ability.
- To edit planning in order to match objective and delivery of children's needs.
- To identify children's strengths and weaknesses.
- To progress children's learning.
- To identify specific needs and challenge children's learning.
- To compare children within their cohort, other children in Lincolnshire and national standards.
- To set targets throughout the year.
- Children can use teachers' assessment in order to become self - evaluative learners in order to raise own expectations and self - esteem.

Statutory entitlement and time allocation for KS1 and 2.

- KS1 teacher assessments are completed in reading, writing and spelling for English and Mathematics according to time prescribed by the DFE regulations in Term 5.
- KS2 statutory SATs are completed in Reading, Writing and Grammar and Spelling for English, and Mathematics according to time prescribed by the DFE regulations in Term 5.
- Y1 Phonics screening.
- Y4 Multiplication statutory tests.

Teaching and learning style - implementation of assessment.

Assessment at Hawthorn Tree Primary School adopts the following styles:

- Formative - provides information for the teacher to plan the next steps in children's learning.
- Diagnostic - provides more information about individual children's strengths and weaknesses.
- Summative - provides a snapshot in time of children's individual achievements for their progress and attainment.

Years 1- 6 will be assessed as

Working towards age expectation

Expected- at age expectation

Greater Depth- working above age expectation

In Reading, Writing, Maths and Science, formative assessment in lessons will be used to assess whether the children are working at age expectations, above age expectations or below. Also, assessment tests and independent writing assessments will be used to triangulate assessments. Finally, PIXL assessments are used over the year to support teacher assessments in reading, writing, spelling, grammar and maths will be used to triangulate assessments in Y3 – Y6.

Planning

- At Hawthorn Tree Primary School formative, diagnostic and summative are incorporated into the planning process:
- A long term framework for all subjects in EYFS, KS1 and 2
- In each medium planning, assessment opportunities are planned for and assessed.
- In each short term planning, assessment opportunities are planned for and assessed.
- Assessments are carried out by teachers or teaching assistants and this is used to inform future planning.
- The learning objective and success is shared with the children, taught and assessed.
- To use a range of questioning techniques.
- To use a range of learning styles.
- To differentiate in planning.
- Feedback is given to children in verbal feedback and marking. See feedback and marking code and policy.
- Planned opportunities for children to evaluate their own work.

Equal opportunities

All assessments agreed with staff will be carried out with all children at Hawthorn Tree Primary school. However if children have specific learning difficulties that impedes them to take part in the assessment then, assessments will be adapted accordingly (See SEND policy).

Assessment and monitoring

The subject leader and Head teacher oversees the different forms of assessments throughout the academic year.

All subject leaders use teacher assessments to inform end of year reports to Governors.

When the policy is successful it will be characterised by:

Children who

Understand the learning intention

Reflect on their learning

Evaluate their own achievements against the learning intention

Achieve the highest standard possible

Teachers who

Plan effectively

Give positive, constructive feedback

Have high expectations and provide clear targets for improvement

Lessons where

Children are motivated

The learning needs of all children are met

Children understand what they need to do to improve

Classrooms that are lively and welcoming