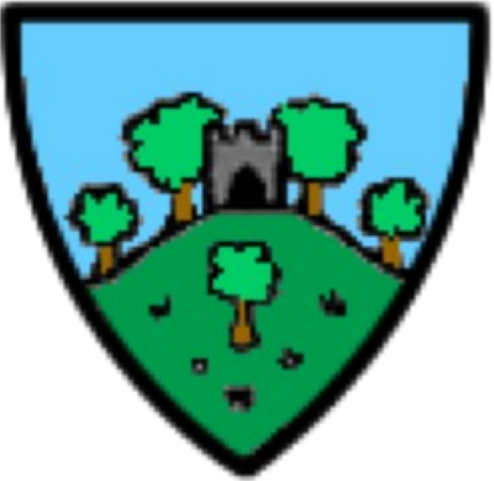


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Prepared by	Lincolnshire County Council model policy
Approved by	Holton le Clay Schools Governing Body
Adopted/reviewed date	June 2022
Version Number	2
Next Review Date	June 2025



HOLTON

FEDERATION of SCHOOLS

LE CLAY

Assessment Policy

Aims

Our aim at Holton le Clay Schools is to produce independent learners. We encourage our children to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both children's motivation and capacity to learn. Consequently, the strategies used within this policy can have a considerable impact on raising achievement.

We believe the key purpose of assessment is to move all children on in their learning in order for them to be secondary ready. Continued monitoring of each child's progress gives a clear picture of what every child is doing and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to understand what they have to do to reach end of Year and Key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to other policies of the school e.g. equal opportunities, special needs.

Principles

The principles that underpin assessment at Holton le Clay Schools are:

- Every child to be the best that they can be: teachers at Holton le Clay Schools have the mind-set, 'What do I need to do next to enable children in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.
- Children will make age-appropriate progress
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- All learners need to understand what they are being asked to learn and why.

Procedures

Initially, all children are assessed on entry in to EY, using a baseline assessment. This is then used as a starting point to facilitate each child's individual learning.

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of formative assessment take place on a regular basis:

- Self and Peer assessment
- Next step marking (see feedback policy)
- Each piece of work judged and marked as w, m, a (working towards the objective, mostly achieved the objective or achieved the objective)
- Rich, probing questioning

This formative assessment is recorded in pupil books; each objective taught will be assessed as w, m or a.

Achievement and progress

In order to inform planning and progress, Pupil Progress Meetings (PPMs) take place at year and subject level, three times a year, towards the end of each long term. These will be led and followed up by Middle Leaders

PPMs are scheduled for reading, writing and mathematics. Children's attainment is shown on year group overviews and will be compared to prior attainment (EY and KS1 outcomes). Teacher assessment indicates the whether pupils are at age related expectations at specific points during the academic year. Additionally, evidence from books, drop ins and lesson observations will be closely scrutinised, by both senior and middle leaders, to ensure teacher judgements are accurate.

Teacher assessments will also be used to judge the attainment of each child as being working towards ARE (W), at ARE (E), above ARE (G). Any pupil working outside their year group will be assessed at the year group they are working within using W or E.

Early Years staff use the '2-Simple' tracking system to track individual children's development and progress. Termly assessments are then internally tracked. End of year assessments are completed in June to check whether YR pupils have reached their Early Learning Goals.

Teachers may also use a range of informal quizzing / testing to assess the progress and standards of pupils at the end of a block or work, for example, or a half term. Examples include phonics checking tests, quizzes from Knowledge Organisers, White Rose tests and spaced learning.

During 2021 - 22, foundation subjects have started to be assessed. Currently all subjects are assessed termly and Middle Leaders are starting to explore the data - to assess the impact of teaching and learning in their subjects.

Summative Assessment

Summative assessments are used to assess what a child can do at a particular time, and are be used for comparison.

The following formal summative assessments take place at Holton le Clay Schools:

- End of Key Stage assessments - Year 2 and 6 (summer term)
- Early Years Foundation Stage Profile - YR (summer term)
- Phonics Check - Y1 (and Y2) pupils as needed
- Y4 multiplication check
- Diagnostic tests for children (White Rose, 4 operations (KS2))

Moderation

- Weekly PPA meetings may be used to moderate within each year group.
- Moderation across the federation and amongst cluster schools is encouraged.
- When selected, Local Authority moderation also takes place.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Reporting to Parents

- Parents' Evenings are scheduled for the Autumn and Summer terms
- Annual report to parents during the Spring term

Reporting to Governors

- Headteacher's report to Governors termly.

Monitoring and Review

Monitoring procedures are the responsibility of the Governors, SLT and subject / middle leaders

Assessment Cycle (Each Term) – Reading, Writing and Maths**Baseline for NC 2014****Pupil Progress Meetings every 12 weeks**

Evidence collected throughout the term plus writing tasks and senior / middle leaders to speak with class teachers.

Moderation meetings

Held regularly in staff meetings.

Evidence against NC objectives discussed. Teacher judgements adjusted accordingly

Data collection and analysis

Data updated on internal tracking grids

Class teachers and / or middle leaders to identify trends within their classes and the actions they have taken to accelerate progress to ensure all children are on track to securely meet end of year expectations.