



THE HERMITAGE and THE OAKTREE SCHOOLS

Inspire, Learn, Achieve

Assessment Policy

Person Responsible:	Assessment Leader
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INTRODUCTION

Central to the philosophy of The Hermitage School and The Oaktree School, is the overall development of the individual child. We believe that in order to promote children's learning successfully, assessment must be consistent and meaningful. Assessment encompasses both the measurement of performance at a given point in time as well as a continual process of gaining information in order to promote future learning.

RATIONALE

Effective assessment provides information to help improve and inform teaching and learning. Assessment refers to all those activities, undertaken by teachers, support staff and by children in assessing themselves and their peers, which provides information to help teachers organise future learning and help children and their parents/carers understand what they can do, and what they need to learn to do next.

The prime purpose of assessment is to raise the standards of achievement of pupils so that they are able to reach their full potential.

AIMS

- To ensure that all children make sustained progress in learning consistently over a period of time.
- To enable all children to demonstrate what they know, understand and can do in their work.
- To support all children in understanding what they need to do next in order to progress their learning.
- To develop every child's ownership of their learning.

- To ensure teachers plan accurately and effectively to reflect the needs and capabilities of each child.
- To ensure that children who are not making expected progress are effectively identified for appropriate intervention.
- To provide information for parents/carers that enables them to be fully informed about their child's learning and progress.
- To provide the Executive Headteacher and governors with clear and concise information that allows them to make judgements about the effectiveness of the school and be able to benchmark it against local and national standards.
- To identify whole school and individual professional development needs.

In order to achieve these aims it is essential that all assessment processes:

- Have a clear purpose which has a positive impact on children's learning.
- Are incorporated systematically into teaching and learning strategies in order to ensure that all children are fully involved, participating and making progress during lessons.
- Provide effective feedback which enables teachers and learners to close the gap between present performance and future standards required.
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement.
- Enable children to take more responsibility for their own learning, thus creating independent, confident learners focused on success.
- Raise standards of attainment by ensuring teaching is targeted to children's individual needs in order to ensure that all children make good or better progress.
- Guide future planning, teaching and curriculum development, enabling teachers to adjust teaching and to focus on how pupils learn.
- Enable concise tracking of individual pupil performance and in particular identify those pupils at risk of underachievement.
- Provide information for parents/carers to enable them to understand their child's attainment, progress, strengths and targeted areas for development.
- Provide information to ensure continuity when the pupil changes year group or school.
- Provide information which can be used to evaluate the school's performance against its own previous attainment over time and against national standards.

We believe that our approach to assessment will develop all children's

- Sense of pride
- Sense of challenge
- Self-esteem
- Motivation
- Self-awareness
- Understanding of personal strengths and areas for development
- Personal responsibility
- Ability to give and receive praise

METHODS OF ASSESSMENT

- **Assessment of Learning (AoL)**

These are summative measures which register the children's learning at certain points in time, and show how much value has been added to the children's learning. AoL is used to track the children's progress through the school and target underachievers. AoL takes the form of regular (these may be weekly, half-termly, termly, annual or end of key stage) assessments which level the children in reading, writing and maths. The data is added to class tracking sheets and the progress of whole year groups, individual classes, significant groups and individual children can be measured to inform pupil progress strategy meetings.

The following summative methods for assessment are used:

- Reading tests
- Spelling tests
- Writing – teacher assessment against Key Progress Indicators (KPIs)
- Phonics tests
- Times Tables tests
- Curriculum Maths tests
- Science assessments
- Statutory Year 6 tests
- Statutory Year 4 Multiplication Tables Check

- **Assessment for Learning (AfL)**

This is an ongoing process which continually measures the children's learning and involvement throughout lessons and supports the teacher in future planning/structure and content of the lesson.

The main components of AfL are:

- Active involvement of pupils, teachers and parents/carers in the assessment process.
- Sharing learning goals.
- Involving pupils in self-assessment and target setting.
- Using steps to success to support pupils' progress towards the attainment of the learning objective.
- Helping pupils to know and to recognise the standards to aim for.
- The use of effective questioning.
- Providing verbal feedback which engages children in constructive dialogue designed to support, encourage and challenge.
- Providing written feedback where appropriate (please see Feedback and Marking Policy for further information on written feedback), which focuses on the child's success and next steps with opportunities for pupil response.
- Having a commitment that every pupil can improve.

The following strategies are used to support formative methods for assessment across the school:

- Developing, sharing and evaluating against the success criteria and learning objective in lessons.
- Ensuring that children know the purpose of an activity and its relevance to them as learners.
- Ensuring children understand how their learning relates to previous and future learning.
- Children reflecting on their learning through 'What/Why/How/So...' questioning.
- Using effective discussion and open questioning strategies.
- No hands up questions - teachers select pupil to respond, either targeting questions or selecting pupils by 'pulling out' a name.

- Use of talk partners.
- Using self-assessment and peer assessment.
- Using a range of questioning techniques including open, closed, differentiated, supplementary and reflective questions.
- Giving children the opportunity to explain, clarify and discuss their ideas and to question and support their peers.
- Adapting and re-shaping teaching based on assessment of pupils' understanding and needs during the lesson.
- Providing effective verbal feedback and marking (please see Feedback and Marking Policy for further details).

DOCUMENTATION

A range of documentation is in place to support assessment and analysis of assessment including:

- School tracking system
- Teachers' mark books
- Teachers' lesson assessment sheets
- Copy of most recent written test papers for each pupil
- Minutes of Pupil Progress Meetings
- Evidence of moderation
- Individual pupil targets
- SEND support arrangements (pupils with SEND on Code of Practice at School Support level or EHCP (Education, Health and Care Plan))
- Writing KPI grids/Pobble
- Optional Year 2 Statutory Assessment Test results
- Year 4 Statutory Multiplication Tables Check
- Year 6 Statutory Assessment Test results

RESPONSIBILITIES

The Local Governing Committee (LGC), Executive Headteacher, Assessment Leader and all teachers have a responsibility to work in partnership to ensure that this policy is effectively implemented.

In order to support the implementation, the following reporting, monitoring and moderation procedures will be followed:

- The LGC will analyse results provided at LGC meetings in relation to local and national results and stringently hold the Executive Headteacher and Senior Leadership Team to account through rigorous challenge.
- The Executive Headteacher will report on assessment results to the LGC in the Executive Headteacher's Report.
- The Executive Headteacher and Assessment Leaders will work in partnership to ensure that assessment practice contributes to the raising of standards of teaching and learning across the school.
- The Executive Headteacher and Assessment Leaders will keep up to date with recent developments by attending appropriate briefings and courses and feed back to the staff and governors as appropriate.
- The Assessment Leaders will ensure that the school tracking system works effectively and is kept up to date.
- The Assessment Leaders will work with Year Team Leaders, Subject Leaders and the Inclusion Leader/SEND Co to ensure that assessment is used effectively in all areas of the curriculum and for all groups of children.
- The Year Team Leaders will track and analyse data for identified groups.

- The Year Team Leaders will track assessment results for pupils attending individual and group interventions to evaluate impact and feed back to Inclusion Leader/SENDCo as appropriate.
- The Maths, English and Science subject leaders will analyse assessment data for their subjects and report any trends.
- Teachers will ensure that new learning is based on assessment of prior knowledge and/or misconceptions.
- Teachers will share expectations with learners as learning objectives and success criteria. These expectations will be reflected in the feedback teachers give.
- Teachers will use AfL to continually assess pupils throughout learning to establish their level of understanding and adapt teaching as appropriate. This may be done through observation, discussion, questioning or through the setting of a task to show understanding.
- Teachers will ensure assessment opportunities are included in all their lessons.
- Teachers will ensure that assessment data is uploaded to the school's tracking system at the end of each assessment period.
- Teachers will engage in moderation activities within the school, and with other schools within The Swan Trust, to ensure accurate and consistent assessment standards across the school and ensure judgements are valid, reliable and consistent with national standards.
- Teachers will provide oral feedback to children to encourage dialogue and develop the self-assessment skills for pupils' learning.
- Teachers will provide oral feedback to parents on individual pupil progress at the parent/teacher consultation meetings and at other times, if requested by a parent/carer. Teachers will provide written feedback in all subjects at the end of the summer term in the school annual report to parents/carers.
- Parents of pupils in Year 6 will receive the details of the Statutory Assessment Tests for Year 6 and teacher assessment levels at the end of the summer term.
- Year group teachers will attend Pupil Progress Meetings with the Executive Headteacher, Assessment Leader and Inclusion Leader/SENDCo after each assessment period to report on pupil progress. Year group teachers will have identified any pupil falling behind and be prepared to discuss suitable intervention strategies.
- Year Team Leaders will be aware of identified groups within their year group and be able to discuss the attainment and progress of these groups in relation to the rest of the year group.

EQUAL OPPORTUNITIES AND INCLUSION

At The Hermitage and Oaktree Schools, we aim to provide appropriate assessment procedures which are equally suitable regardless of gender, ethnicity, disability or home background. All children are provided with equal access to assessment opportunities and feedback within lessons. Effective assessment is, in itself, a way of helping teachers to ensure that they cater for the individual needs of all children.

In order to provide for all children so that they can achieve at their full potential, we will identify which individual pupils or groups of pupils are under-achieving and take steps to improve their progress and attainment. This may include:

- Children with identified SEND (Special Educational Needs or Disability) being provided with support arrangements. This will outline specific targets for the child to be working on. These targets will be set and reviewed regularly, at least termly, by the class teacher and SENDCo.
- Pupils exceeding age related expectations being identified and suitable learning challenges provided.
- Children receiving intervention programmes if assessment shows that they require further support in a specific area of their learning. Interventions may be delivered individually or in small

groups and assessment may happen more frequently and in different ways to their normal class assessment.

- PEP (Personal Education Plan) being set up for Children Looked After (CLA). This will outline specific targets for the child to be working on. These targets will be reviewed at least termly by the class teacher and Designated Teacher for CLA.
- Identified groups of children receiving extra support where appropriate.
- Children with physical disabilities being appropriately supported in assessment situations, with specifically designed materials or support provided where necessary.

THE ORCHARD CENTRE

The children who work in The Orchard Centre are assessed on the National Curriculum and those working below this are assessed on Progression Steps. Children are assessed against targets related to core subjects and progress of individuals is tracked against their personal targets.