

Learning together to be
the best we can be....

Headteacher - Nichola Irving



Assessment Policy

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

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Horton Grange Primary School Assessment Policy

Rationale

At Horton Grange Primary School assessment is integral and not separate from curriculum, learning and progress. We see assessment as a **tool** used to generate information and a **process for making inferences**. Inferences are combination of both assessment information and teacher judgement. At Horton Grange all assessment is meaningful and purposeful. Assessment, through its different forms is one form of evidence that demonstrates the progress that pupils are making in term of **'knowing more, remembering more and being able to do more over time'**.

Curriculum and assessment

At Horton Grange learning can be seen as alteration in the long term memory. If nothing has been altered in the long term memory nothing has been learned. The curriculum model Horton Grange is ambitious and is broken down into clearly defined component parts, which are sequenced to end points. The curriculum assesses key indicators along the way to these defined end points matched to the national curriculum. We believe a well-constructed, well implemented curriculum will lead to good outcomes for our pupils because those outcomes will reflect what pupils have learned and remembered over time. Learning a high quality curriculum is progress; we see **the curriculum is the progression model**.

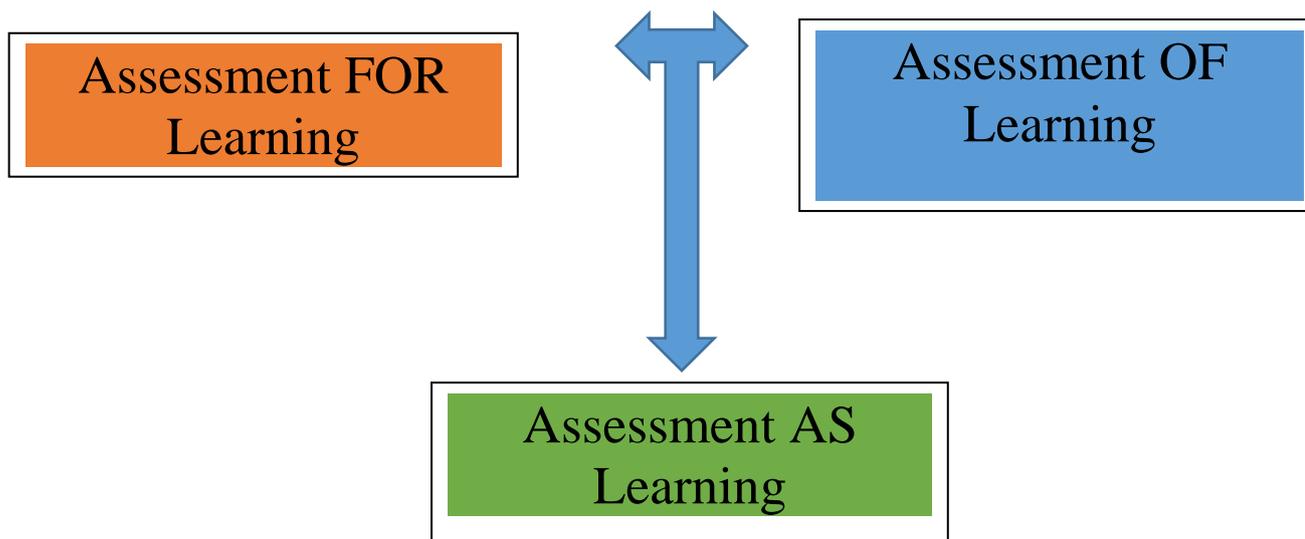
Four pillars of effective assessment

Assessment choices at Horton Grange are informed through knowledge of the 4 pillars of effective assessment.

- Purpose – fit for purpose
- Validity – measures what it meant to measure
- Reliability – consistency from one measurement to the next
- Value – the quality of inferences drawn from the test

Three types of assessment at Horton Grange

Assessment can serve different purposes



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Assessment OF Learning

This is the measurement of pupils (and / or school) performance at the end of the implementation of a programme of study. These could be set externally such as end of key stage assessments or internally using school defined assessments. This is often in the form of summative assessment to create data and a snapshot of the impact of the curriculum at a particular time. Outcomes may be used to inform school priorities and school improvement planning as well as individual and cohort targets.

Assessment FOR Learning

Focussed assessments which target specific component knowledge or skills which have been taught. This allows for specific knowledge gaps to be identified to inform future intended learning. This can take many forms such as teachers questioning, low stakes assessment tests or quizzes.

Assessment AS Learning

Low stakes retrieval of previously taught curriculum. The process is used to focus on retrieval to activate schemata and draw prior learning to the fore, further securing long term memory.

At Horton Grange we accept there are overlaps between each type.

Examples of each type of assessment used at Horton Grange (note this is not exhaustive)

THE CURRICULUM AS THE PROGRESSION MODEL			
<u>Curriculum Area</u>	<u>Assessment OF Learning</u>	<u>Assessment AS Learning</u>	<u>Assessment FOR Learning</u>
Typically generic across curriculum areas	Post unit assessment	Activating prior knowledge Can you stills? Low stakes quizzes using previous knowledge organisers Targeted questioning Pre-unit assessments based on previous taught learning which will help children access current new learning.	Pre unit assessment gaps..... Questioning (hinge questions) On-going observations Marking and feedback
Maths	Whiterose end of term assessment Post unit assessments TT rock stars assessments Numbots and number facts assessments EYFS baseline EYFS profile	Activating prior knowledge Can you stills? Low stakes quizzes linked to retrieval Maths pre unit linked to previous years content Building block pyramids Hinge questions	Maths toolkit at the beginning of each unit (through discussion when delivering the toolkit) Maths pre unit assessments Post unit assessment (identify gaps for future

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	KS1 maths SATS KS2 maths SATS		can you stills) Hinge questions
Reading	PIRA end of term assessment RWI assessments EYFS baseline assessment EYFS profile Phonic screen check KS1 reading SATs KS2 reading SATs	Guided reading Review of sounds taught Re-reading familiar texts Vocabulary retrieval	RWI assessments (sounds to learn) Guided reading 1:1 reading
Writing & SPAG	Classroom secrets end of term assessments Warm write	Can you stills? Writing toolkit Spelling quizzes Low stakes quizzes linked to previous taught content	Gaps identified from previous warm write Marking and feedback
Science	Post unit assessments	Activate prior knowledge Can you stills? Pre unit assessments Low stakes quizzes linked to knowledge organisers	Post unit assessments linked to previous learning Ongoing observation during lessons and immediate feedback (linked to enquiry) Marking and feedback

How are judgements made on attainment?

No one piece of information is used to make a judgement of where is pupil is against national age related expectation. For further information see **Appendix 1 – Developing consistency in making a judgement.**

Data captures, tracking and management information systems

SONAR is the data tracking systems used to record assessments. SONAR requires teachers to make a Point in Time Assessment (PITA), which is a non-linear method of tracking attainment and progress (see appendix 2 for more information on this). Staff are expected to update this termly. Staff may choose to make more regular updates as parts of their on-going assessment for learning.

Moderation

We have various levels of moderation. Ultimately, the results of Statutory Testing will provide a level of moderation to our school performance by comparing results locally, regionally and nationally. However, we do not want to wait until the end of the learning journey linked to curriculum end points before we moderate our judgements about performance. Therefore, we work with local schools through the LA to moderate our judgements about whether pupils are performing at the expected standard for a required age. Within school there are a series of steps to ensure confidence and accuracy in judgements. These include:

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- Year group PPA with parallel teacher to support dialogue around evidence and judgements
- Moderation at phase level
- Whole school moderation at staff meetings
- Sample moderation from trained staff who have a role in moderation across county
- Sample moderation as part of pupil progress meeting
- HT quality assurance of pupil progress meeting
- Governor sample moderation
- Targeted support and coaching for ECTs or staff who require support to make accurate judgements
- On-going training of staff in assessment information
- Northumberland County Council Moderation at key summative points

Target setting

End of year pupil targets are set in September with staff. They take account of previous attainment and wider knowledge of children.

Pupil progress meetings

Pupil progress meetings are designed so that individuals and class progress and attainment can be discussed with SLT. They occur termly or more often if required. They are a supportive dialogue between class teacher and senior leader.

Reporting to parents

Parents are invited to attend three consultations per year in order to discuss their child's progress. Parents receive a written report in July, summarising the year's work. Year 2 and Year 6 pupils also receive a summary of the National Curriculum standards their child has attained in their end of key stage tests. In addition a termly update report is sent home (see appendix 3)

Roles and responsibilities

Governors - Monitor whole school progress with support from HT and DHTs

Headteacher - Quality assurance of assessment processes. Use assessment outcomes and analysis to inform self-evaluation and strategic direction of school. Hold senior leaders to account for pupils learning and attainment

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DHT – Collate and analyse data for cohorts and groups. Identify and direct intervention and evidence of impact. Moderate judgements as part of progress meetings and key stage meetings. Hold staff to account for pupil progress through progress meetings.

AHT – Track progress of children in receipt of pupil premium funding.

Inclusion TLR (SEN) – Track progress of key groups. Lead on intervention and provision for vulnerable groups.

Teaching staff - Regularly assess pupils and provide feedback. Update trackers 3 x annually. Provide assessment information for pupils and parents as well as school leaders.

Teaching assistants – Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers – Support children at home with homework to positively impact on progress.

Pupils – complete all work to the highest possible standard in order to make progress in school.

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Appendix 1 – Developing consistency in making a judgement.

Maths Assessment

Teacher judgement and knowledge of the children should always be at the centre of all data judgements.

These pieces of evidence can be used to support your judgement or reaffirm them:

- How children progress with the maths curriculum on a day to day basis against learning intentions/curriculum goals including how much support they have required
- Pre and post unit assessments - White Rose
- TTRockstars scores
- Number bond and number fact scores (Numbots)
- White Rose end of term assessments - arithmetic and reasoning

White Rose end of term assessments - Arithmetic and Reasoning combined scaling

We have designed this to be used consistently for all maths assessments when put into the Year group assessments trackers and to support judgements. We have included the raw score out of 50 and percentages in case the raw score should change (as it does for KS1).

Colour	Sig Below	Below	Just At	Securely At	Above	Sig Above
% (inclusive)	<24%	25-49%	50-59%	60-74%	75-84%	85% +
Raw score /50	<12	13-24	25-29	30-37	38-42	43-50

Reading Assessment

Teacher judgement and knowledge of the children should always be at the centre of all data judgements. Therefore it is essential that all teachers hear children read/gather enough evidence to make accurate judgements.

These pieces of evidence can be used to support your judgement or reaffirm them:

- How children are progressing with the reading curriculum on a day to day basis including how much support they have required. Please be aware that children may have strengths in some areas and weaknesses in others e.g. a great decoder but poor comprehender
- Listening to the children read (in whole class, guided group, 1:1)

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- RWI assessments
- Reading Plus Assessments & progress/Lexia progression
- PIRA assessment end of term

PIRA end of term assessments

We have designed this to be used consistently for all PIRA assessments when put into the Year group assessments trackers and to support judgements.

Scaling

Age standardised score	Standard Deviations	Colour
70	Below Average	Significantly Below
75	Below Average	Below
80	Below Average	Below
85	Lower Average	Just At
90	Average	Securely At
95	Average	Securely At
100	Average (Mean)	Securely At
105	Average	Securely At
110	Higher Average	Above
115	Above Average	Above
120	Above Average	Sig Above
125	Above Average	Sig Above
130	Above Average	Sig Above

Raw score boundaries

Year 1	Aut	Spr	Sum
Sig Below	<2	<2	<4
Below	3 - 6	3 - 6	5 - 8

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Just At	7 - 9	7 - 8	9 - 10
Securely At	10 - 17	9 - 16	11 - 18
Above	18 - 22	17 - 21	19 - 22
Sig Above	23+	22+	23+

Year 2	Aut	Spr	Sum
Sig Below	No score	<6	<5
Below	1 - 5	7 - 10	6 - 10
Just At	6 - 7	11 - 12	10 - 11
Securely At	8 - 17	13 - 19	12 - 18
Above	18 - 21	20 - 23	19 - 22
Sig Above	22+	24+	23+

Year 3	Aut	Spr	Sum
Sig Below	<5	<8	<9
Below	6 - 11	9 - 14	10 - 14
Just At	12 - 15	15 - 17	15 - 17
Securely At	16 - 26	18 - 27	18 - 25
Above	27 - 33	28 - 32	26 - 30
Sig Above	34+	33+	31+

Year 4	Aut	Spr	Sum
Sig Below	<8	<9	<7
Below	5 - 9	10 - 14	8 - 13
Just At	10 - 12	15 - 18	14 - 16
Securely At	13 - 23	19 - 29	17 - 27
Above	24 - 29	29 - 33	28 - 32

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Sig Above	30+	34+	33+
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Year 5	Aut	Spr	Sum
Sig Below	<9	<6	<6
Below	10 - 14	7 - 12	7 - 11
Just At	15 - 17	13 - 15	12 - 14
Securely At	18 - 27	16 - 26	15 - 23
Above	28 - 32	27 - 31	24 - 28
Sig Above	33+	32+	29+

SPaG assessment

Teacher judgement and knowledge of the children should always be at the centre of all data judgements.

These pieces of evidence can be used to support your judgement or reaffirm them:

- How children are progressing with the English (Spelling, Grammar & Punctuation) curriculum on a day to day basis including how much support they have required
- **How children are applying taught SPaG in the writing process/other pieces of writing in the wider curriculum**
- Spelling Test scores
- Spelling tracker sheets
- Classroom Secrets end of term assessment

Classroom Secrets end of term assessments (PaG only)

We have designed this to be used consistently for all Classroom Secrets assessments when put into the Year group assessments trackers and to support judgements.

A spelling assessment should be carried out in addition to this. This should be to check the spelling patterns that have been taught so far in each term. Statutory spellings (word banks) for each year group should also be taught and practised regularly in a variety of ways.

Raw score boundaries

Year 1	Aut	Spr	Sum
Sig Below	Teacher judgement	Teacher judgement	Teacher judgement

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Below	0 - 6	0 - 3	0 - 3
Just At	7 - 11	4 - 8	4 - 8
Securely At	12 - 20	9 - 13	9 - 13
Above	21 - 25	14 - 17	14 - 17
Sig Above	Teacher judgement	Teacher judgement	Teacher judgement

Year 2	Aut	Spr	Sum
Sig Below	Teacher judgement	Teacher judgement	Teacher judgement
Below	0 - 4	0 - 5	0 - 3
Just At	5 - 11	6 - 11	4 - 7
Securely At	12 - 18	12 - 19	8 - 12
Above	19 - 24	20 - 23	13 - 16
Sig Above	Teacher judgement	Teacher judgement	Teacher judgement

Year 3	Aut	Spr	Sum
Sig Below	Teacher judgement	Teacher judgement	Teacher judgement
Below	0 - 6	0 - 3	0 - 3
Just At	7 - 11	4 - 8	4 - 7
Securely At	12 - 18	9 - 13	8 - 12
Above	19 - 22	14 - 17	13 - 15
Sig Above	Teacher judgement	Teacher judgement	Teacher judgement

Year 4	Aut	Spr	Sum
Sig Below	Teacher judgement	Teacher judgement	Teacher judgement
Below	0 - 4	0 - 3	0 - 4

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Just At	5 - 10	4 - 7	5 - 10
Securely At	11 - 17	8 - 12	11 - 16
Above	18 - 21	13 - 16	17 - 21
Sig Above	Teacher judgement	Teacher judgement	Teacher judgement

Year 5	Aut	Spr	Sum
Sig Below	Teacher judgement	Teacher judgement	Teacher judgement
Below	0 - 3	0 - 3	0 - 3
Just At	4 - 7	4 - 8	4 - 6
Securely At	8 - 11	9 - 13	7 - 9
Above	12 - 15	14 - 17	10 - 12
Sig Above	Teacher judgement	Teacher judgement	Teacher judgement

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Appendix 2 – Management information systems

Sonar

Sonar requires teachers to make a **Point in Time Assessment (PITA)** which is a popular non-linear method of tracking attainment and progress.

More information can be found at:

<https://junipereducation.org/blog/understanding-the-pita-method/>

More information regarding SEND pupils can be found at:

<https://pupilasset.com/blog/one-size-fits-all-it-doesnt-have-to/>

Sonar PITA judgement	Explanation	Links to Key Stage teacher assessment codes/targets	How this may relate to children?*
Sig Below	Significantly below the Age Related Expectation. <i>Accessing curriculum content that is appropriate for them.</i>	Is likely to be assessed using The Engagement model at the end of each key stage. PKS (Pre key stage standards)	<i>Are likely to have an EHCP and modifications may need to be made depending on the barrier(s).</i>
Below	Below the Age Related Expectation. <i>Unlikely to achieve the Expected Key Stage standard.</i>	WTS (Working towards the expected standard)	<i>Are likely SEND and accessing most curriculum goals with carefully chosen scaffolding/pedagogical choices.</i>
Just At	Just At the Age Related Expectation. <i>Likely to achieve the expected Key Stage standard.</i>	EXS (Expected standard)	<i>Are likely to have/had other barriers but are accessing all curriculum goals. Carefully chosen scaffolding/targeting/pedagogical choices are needed. May not always be independent. May need access to interventions (keep up).</i>
Securely At	Securely At the Age Related Expectation. <i>Firmly on track to</i>	EXS (Expected standard)	<i>Are likely to be accessing curriculum goals with carefully chosen pedagogical choices.</i>

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	<i>achieve the expected Key Stage standard.</i>		
Above	Above the Age Related Expectation. <i>Likely to achieve the Higher Key Stage standard.</i>	GDS (Greater Depth)	<i>Are likely to be accessing curriculum goals with ease and need further challenge through depth. May need support to access depth.</i>
Sig Above	Significantly above the Age Related Expectation. <i>Firmly on track to achieve the Higher Key Stage standard.</i>	GDS (Greater Depth)	<i>Are likely to be accessing curriculum goals with ease and need further challenge through depth regularly. Can access depth independently.</i>

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Appendix 3 - Termly progress report to parents

Here is your child's termly progress and attainment report - **EXAMPLE**

Progress (from beginning of current year starting points)

	Above expected progress
	Expected progress
	Below expected progress

Attainment (ARE-Age Related Expectations)

Colour	Characteristics
	Significantly above age related expectation (greater depth)
	Above age related expectation (greater depth)
	Securely at age related expectation (expected standard)
	Just at age related expectations (expected standard) - at risk
	Below age related expectations (working towards the expected standard)
	Significantly below age related expectation (pre key stage standards)

Attitude to Learning/Behaviour/Homework

Colour	Description	Characteristics
	Exceptional	Attitude: Exceptional attitude to learning-motivated and keen to achieve their potential. Demonstrates all the Horton Values. Behaviour: Always makes the right choices. Warnings are rare or non-existent. Homework: Homework is completed on time and to a high standard. Regular reading at home.
	Good	Attitude: Good attitude to learning. Responds to encouragement from adults and usually completes work well Behaviour: Usually makes the right choices. Occasional warnings are given. Time in A's are rare Homework: Homework is usually completed and handed in on time
	At Risk	Attitude: Needs more regular reminders to stay on task. Continues to need support to engage in the learning Behaviour: Time in A's leading to some Time Out B's. Weekly record might be used. Homework: Homework is sporadic and does not reflect the child's ability or best efforts
	Concern	Attitude: Attitude to learning is very concerning with regular reminders to complete tasks even with significant support. Behaviour: Regular Time out B's, Time Out C's or exclusions . Child is on report. Multiple incidents recorded Homework: Homework is incomplete or not handed in on a regular basis, despite reminders.

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Attendance

Attendance	Description	Approx. days lost per year	Sessions Each day has 2, a.m. and p.m.	Approx. weeks lost per year
100 - 99%	Exceptional	0 to 3	0-8	Less than 1
96-98.9%	Good	4 to 9	10-18	1 to 2
95.9-90.1%	At Risk	10 to 18	20-37	2 to 4
90% and less	Persistent Absence	19 or more	38 and more	4 or more

PERSONAL REPORT (EXAMPLE)

Name:			
Year Group			
Class			
Learning			
Progress	Reading	Writing	Maths
Attainment	Reading	Writing	Maths
Attitude to learning			
Attitude			
Behaviour			
Homework			
Attendance	0 Sessions missed		

Successes

Attainment is good across all subjects and work in class is of a high standard.

Attendance is exceptional and there have been no absences.

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Targets

Reduce Time in A's and have no further Time Out B's through listening to instructions and not disturbing learning.

Complete homework and hand in on time.

Support

Should you wish to discuss the report, seek further advice or support, please complete the reply slip below

I wish to discuss how I support my child with their learning

I wish to discuss how we can further support my child with their behaviour choices

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Appendix 4 – Record keeping

Each teacher will keep their own assessment and record keeping file

Assessment File

Section 1 – Class context sheets, Assessment Policy, Marking and feedback policy and Key Dates

A suggested guide for organisation is:

Section 2 – Assessment guidance, training notes, assessment criteria

Section 3 – Whole school data priorities

Section 4 – Year group/cohort end of year and key stage targets

Section 5 – Autumn 1 tracking and pupil progress meeting notes

Section 6 – Autumn 2 tracking and pupil progress meeting notes

Section 7 – Spring 1 tracking and pupil progress meeting notes

Section 8 – Spring 2 tracking and pupil progress meeting notes

Section 9 – Summer 1 tracking and pupil progress meeting notes

Section 10 – Summer 2 tracking and pupil progress meeting notes

In addition teachers may keep additional records such as:

- Phonics/high frequency word scores
- Reading record checks
- Spelling test scores weekly and year group screens
- SPAG scores
- Reading test scores
- Writing assessment levels
- Mental maths test scores
- End of Key Stage and Optional test scores
- Intervention group records
- Lexia records
- RWI tracker
- TT rockstars information

Early Years Foundation Stage Assessment Records

Pupil learning journals are an ongoing record of progress and attainment, where achievement is celebrated. Observations are recorded, assessed and inserted into the EYFS Learning Journals.

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Appendix 5

Use of Assessment Information - As a result of good assessment procedures ...

Teachers will know:

- Where the pupils are starting from
- Has the class overall learned what was planned and taught?
- Are pupils making the progress expected to reach their challenging targets?
- Are pupils making sufficient progress in order to diminish the differences and reach / exceed national expectations?
- Are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help, in which areas and how to support?
- Which pupils need extension work?
- Are planned activities well-resourced and staff fully utilised to impact upon the progress that children make?
- How can the teaching be modified and improved in response to on-going assessment and future lesson modified to challenge and extend?

The SLT will know:

- If pupils are making the progress required for them to reach or exceed their targets.
- If there are any problems with particular children, groups or cohorts
- If the progress of the children in school is in line with the school targets
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all the children
- The progress and standards across the school, for cohorts, groups of learners (Boys/Girls, SEN, FSM, LAC) and individuals
- The impact of interventions that a child/children may have received
- What to inform the governing body of in relation to the school's progress, standards and areas for development

Parents will know:

- How much progress their child is making
- If their child has any specific problems
- What the school is doing to help a child with specific problems
- What they can do to help their child make progress

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Appendix 6

Learning and progress files

Learning and progress files have replaced assertive mentoring files. The focus is to celebrate attainment and achievements as well as providing a source of evidence for progress. The files will form part of the parent consultation process.

Contents

- Learning and progress front sheet rating attendance, punctuality, effort, attainment and achievement
- Each half term the children, supported by the teacher, should select their best piece of work as evidence of reading, writing and maths
- The piece should be annotated by the child showing why this was chosen.
- The teacher will annotate references to National Curriculum criteria which should cross reference to judgements against statements in target tracker.
- 'Proud write books' will also be part of the learning and progress file. Each term children will have the opportunity to choose their best piece of writing from their 'warm writes' and will have the opportunity to edit and improve the piece for their 'Proud write' books
- A record of targets met in the form of 'post its' from their books
- Records related to behaviour system.