



Pudsey Primrose Hill Primary School **Assessment Policy**

This policy will provide a framework for assessment at Pudsey Primrose Hill Primary School, which will be of use to us as a school staff, and can be drawn upon where appropriate by parents, governors and outside agencies.

At Primrose Hill Assessment is:

- An integral part of teaching and learning.
- A continuous process enabling us to evaluate teaching and learning and plan next steps.
- A picture of each child.
- The responsibility of all staff.

The purposes of assessment are:

- To monitor each child's progress throughout the school.
- To identify strengths and weaknesses of children.
- To evaluate the curriculum.
- To inform future planning and/or developments.
- To report to parents.
- To provide a framework for continuity and discussion.
- To provide important information when pupils change school.
- To provide feedback to a child, as a basis for discussion about achievements and areas for future effort.
- To inform the schools' own self-evaluation cycle.

Assessment in School is Effective When:

- It is accurate and factual;
- It is used to plan future work, monitor current work and evaluate previous work;
- It can be related to the National Curriculum and the EYFS curriculum and it meets all requirements;
- It is used to meet the needs of individual and groups of pupils;

- Useful information on pupil performance is transferred to the next teacher, or used as the child moves through school or changes schools;
- It is shared with children.

Statutory Assessment:

At Primrose Hill, all statutory requirements are carried out. Our responsibilities are:

- To teach and assess the National Curriculum Programmes of Study in all subjects.
- To teach and assess the pupils in the Early Years Foundation Stage against the Early Years Foundation Stage profile.
- To teach and assess RE.
- To keep a record of attainment and progress for each child updated as appropriate and at least once a year. At Primrose Hill, pupil progress will be assessed each term during 'assessment weeks' and the school's tracking system will be updated.
- To assess each child against age related expectations in English, Maths and Science at the end of each Key Stage.
- To assess children in Year 1 (and some children in Year 2) in phonics using the phonics screening check and to report to parents whether their child has met or not met the required standard.
- To provide a written report to parents at least once a year.
- To comply with statutory transfer arrangements when a pupil moves to a new school.

Methods of Assessment at Primrose Hill:

- A combination of assessment for learning, teacher assessment as part of normal classroom activities, planned assessment activities, and tests where appropriate.
- Marking and feedback: both oral and written, against learning objectives, to set next step learning targets, and to level work.
- Observation: both focused and informal.
- Discussion and Questioning.
- Tests: SATs. Reading Tests, Mental Arithmetic, Maths, Grammar and Spelling Assessments and some end of topic or end of unit tests, for example White Rose Maths tests, quizzes linked to knowledge organisers, etc.

Planning for Assessment at Primrose Hill:

- Much assessment takes place on a day to day basis during normal classroom activities in order to plan next steps in learning, match work to abilities, celebrate progress and success, identify areas where specific support is needed and evaluate teaching.
- We plan assessment by identifying assessment opportunities for each curriculum area at the medium term and short term planning stage. These are clearly related to the National Curriculum; the School Curriculum or the Early Years curriculum as appropriate.
- At the end of each topic or unit of work, children are assessed against the intended learning outcomes for the main subject area in each topic / unit.
- At the end of each term, children are assessed against learning objectives for English, Maths and science for that term.
- We recognise that assessment should take into account evidence of a child's learning across a range of subject areas and in a range of situations in order to decide whether the child is working within age related expectation. The best assessment identifies a child's strengths and areas for

improvement and is used to plan effective teaching and learning opportunities. No one piece of work or test can be used to do this.

- Children in Nursery and Reception are assessed against Development Matters ages and stages and the EYFSP. School baseline assessments take place on entry to Nursery and Reception. Progress is monitored throughout the Foundation Stage. At the end of the Reception year pupils are assessed using the Foundation Stage Profile.
- Children in year 6 undertake SATs (tasks, tests and TA) during the summer term.

Use of Assessment Information:

- Results of formal assessments are analysed and discussed by subject leaders, Key stage Leaders and the SLT. Issues arising are noted and if appropriate action is planned accordingly. Detailed analyses are undertaken at the end of the academic year when all data is available. The outcomes from assessments are used to identify issues for action in the School Evaluation and Improvement plan.
- Planning is modified and annotated as appropriate so that it becomes a record of curriculum experience for the children in each class.
- The results of day-to-day assessments (e.g. individual reading records, marking etc.) are used to inform short term planning and build up a picture of progress and learning.
- Pupil progress meetings are held with tier group leaders and the SLT to establish where progress is good and where progress could be better. Additional interventions are planned as a result of these meetings. These take place each term. The full range of assessment information is part of the monitoring and evaluating process and can be used to:
 - a) provide feedback to children
 - b) inform receiving teachers
 - c) report to parents
 - d) set targets and plan teaching
 - e) enable the SLT to monitor achievement of pupils.
 - f) enable subject leaders to monitor their curriculum area
 - g) identify children with SEN
 - h) indicate implications for resources and staffing
 - i) provide data for the LA, outside agencies etc.
 - j) help each member of staff to clearly identify the 'next steps' in learning for the class / cohort.
 - k) Identify class; Key Stage or whole school issues to address in the SEIP.

Recording Assessments:

Assessment and recording systems at Primrose Hill are manageable and useful.

Only a small proportion of assessments are recorded formally, usually as part of planning or marking. At Primrose Hill we believe that record keeping will be effective when:

- It is useful, manageable, easy to interpret and used.
- It enables us to monitor progress, achievement and learning.
- It provides clear evidence for reporting to parents, teachers and other agencies.
- It satisfies statutory requirements.
- It avoids unnecessary duplication.

Systems for Recording:

The following systems are in place:

- Whole school long and medium term planning (This provides a record of curriculum coverage and experience)
- Short term planning which shows learning objectives and differentiation. Assessment criteria are clearly linked to the learning objectives for the lesson / unit of work
- End of topic assessments reflecting the learning objectives for each unit are completed by class teachers and uploaded on to the school tracking system.
- Running records for reading which provide individual information on a child's strengths and weaknesses in reading fluency and comprehension are completed as appropriate.
- Assessment of number bonds and times tables are recorded on the relevant trackers.
- Marking of completed work against Learning Objectives and Success Criteria provide a record of achievement for all pupils.
- Support plans for pupils with special educational needs are dated to show when objectives are achieved.
- Records for Special Educational Needs are kept in accordance with the revised Code of practice and are stored centrally.
- Class teachers and support staff keep other informal records (Checklists, mark books for test results, observation notes etc)
- Individual pupil profiles are used in EYFS to capture learning, assess and identify next step learning targets.
- School tracking systems are used to record and monitor attainment and progress across the curriculum. These are updated on a termly basis following whole school assessment weeks.

Reporting to Parents:

All statutory reporting is carried out at Primrose Hill.

- Each term, 'be your best' trackers are sent home to parents which provide information on a child's independence, co-operation, readiness for and attitude to learning;
- Parent / teacher consultation evenings are held in the Autumn and Spring terms. The class teacher uses assessment information to report progress to parents and to communicate next step targets for English, Maths, and personal / social development if appropriate.
- All parents receive a written report in the summer term, which shows progress in each subject area. This report is an accumulation of all observations and assessments carried out by the teacher throughout the year. The report also includes a general statement about achievement and progress in terms of personal and social development. In all key stages the report includes a record of attendance, Teacher assessment information and other statutory assessment results including SATs scores.
- Parents have an opportunity to respond to their child's report in writing or can discuss their child's report in a further parents' evening towards the end of the summer term on request.

Monitoring and Evaluation:

- Monitoring of the assessment policy is carried out by the Senior Leadership Team.
- Each subject leader will monitor standards in their own subject and report to the SLT.
- The SLT monitor medium and short -term planning and evaluate the appropriateness of assessment opportunities within the planning.

- The SLT uses work scrutiny to make judgements about the progress and attainment of pupils.
- Feedback and marking of work in children's books and setting of next step learning targets provides further evidence to the SLT about the effectiveness of teaching in improving learning and progress.
- As part of Pudsey Primrose Hill Primary School's commitment to school improvement, this assessment policy will be reviewed, updated and amended as appropriate.

**This Assessment Policy was adopted by Pudsey Primrose Hill Primary School on
31/01/2018**

Chair of Governors – Mr G Gibson	
Signature:	
Frequency of review:	3 years
To be reviewed and approved by:	PPHPS Full Board
Date of next review:	October 2027

REVIEW RECORD

Date of review	Reason for review	Date of next review
05/10/2021	Agreed review schedule.	October 2024

Name:		Signature:	
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on behalf of PPHPS Full Board

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