



Hollinswood Primary School & Nursery

Assessment & Target
Setting Policy

September 2018



1. Introduction

This policy document should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school curriculum development planning cycle.

2. Key Principles of teaching and learning at Hollinswood Primary School and Nursery

At Hollinswood Primary School & Nursery we aim to develop every child's skills, knowledge and attitudes in order for them to become confident, independent and inspired learners.

We encourage the children to have high expectations and to contribute towards, reflect on and shape their role as learners - in addition to being responsible members of the school, the local and the wider community.

Through a context rich curriculum that goes beyond the school walls, children are given the confidence to aim high and to be the very best that they can be.

We see excellence in teaching and a love of learning as the key to succeeding in life. In a supportive, positive and caring environment, our teachers and our learners are fully committed, focused on the task ahead, passionate in overcoming obstacles and alive for a challenge.

3. Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong;
- To enable children to become confident, resourceful, enquiring and independent learners;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture;
- To encourage children to take pride in their work and the work of others.

4. Assessment at Hollinswood Primary School and Nursery

Since the revised National Curriculum became statutory in September 2014, schools are no longer required to use National Curriculum levels and may choose a method of pupil assessment which suits their setting and demographic. Levels were removed from widespread use as teaching became a vehicle for getting

children 'across the next threshold' as opposed to ensuring their knowledge and understanding were sufficiently deep enough.

At Hollinswood Primary School, in Key Stage One and Key Stage Two assessment grids for Reading, Writing and Maths are used by the class teacher to determine whether a pupil is beginning to, working towards, working at the expected standard or working at greater depth. Through day to day assessments, assessment grids at the front of books are highlighted and dated when a class teacher is confident that a pupil is able to demonstrate that they meet the criteria. A 'Best Fit' approach is then used to decide where a pupil is working. However a pupil must meet all of the 'expected standard' criteria in order to be working at this standard.

Assessments are recorded half-termly and analysed by the team leaders termly. Intervention is in place for pupils who are not on track to achieve the expected standard.

5. Aims of assessment at Hollinswood Primary School and Nursery

- To maximise pupil achievement
- To ensure quality first teaching focuses on children's individual needs
- To provide an appropriate curriculum for all children.
- To ensure that pupil progress and attainment is tracked effectively.
- To ensure the swift and effective identification of learning interventions when needed.

Effective assessment will involve:

- Sharing learning objectives so children know clearly what they are learning.
- Identifying success criteria
- Questioning to identify pupil's understanding and address misconceptions.
- Observation to monitor children's learning and progress.
- Discussion – individual, paired or group.
- Verbal feedback – informing the pupils throughout the lesson of their progress and next steps for learning.
- Marking and feedback
- Peer assessment
- Self-assessment
- Target setting
- Tracking
- Pupil Progress meetings

6. Assessment types

We use a range of assessments at Hollinswood Primary School and Nursery:

- **Formative** – Informing the planning process of the next steps to learning.
- **Summative** – Measuring pupil performance and achievements at a particular stage.
- **Nationally standardised summative assessment** – Measuring pupil attainment and progress against own targets, national targets and their peers.
- **Evaluative** – Making judgements against the effectiveness of teaching and learning.

7. Formative Assessment

The key purpose of formative assessment is to provide information for the teacher and children about the pupils' learning. We undertake it as part of our day-to-day teaching. From time-to-time, we focus sharply on what a child knows, understands or can do, in a particular aspect of the curriculum.

The criteria for this formative assessment is linked to our daily learning objectives, which we have identified for the particular activity from the National Curriculum programmes of study, Early Learning Goals, National Literacy and Numeracy objectives and our schemes of work. We deploy a range of strategies to make judgements about children's learning including:

- Marking and responding to children's work
- Observing and evaluating children's written, oral and practical work.
- Listening to what children say and posing questions so that their thinking is extended and challenged.
- Encouraging discussion among children and with the teacher so that there is an awareness of the pupil's level of understanding.
- Encouraging children to evaluate their own work and that of others.
- Carrying out observations of pupils at work/practical activities.
- Targeting questioning as part of a lesson.
- Content tests in Maths.
- Chance to Shine independent writes.

8. Summative Assessment

Summative assessments provide an overall judgement of a child's attainment at the end of or during the Key Stage in the core subjects. This can take the forms of:

- End of term assessments
- End of topic/unit assessments
- Pira, PUMA or White Rose assessment tests for non-SAT year groups.
- Past SATs papers for SAT year groups.

9. Nationally standardised summative assessment

Nationally standardised summative assessment currently takes place in identified year groups in school:

- National curriculum tests in Reading, Maths and GPS (Grammar, punctuation and Spelling) at the end of KS1- Year 2.
- National curriculum tests in Reading, Maths and GPS (Grammar, punctuation and Spelling) at the end of KS2- Year 6.
- There is also a Phonics screening test in year 1, which assesses pupils' phonetic knowledge.
- Children are also assessed against age related expectations at the end of early Years – reception, which is termed 'Good Level of Development' (GLD)

10. Roles and responsibilities of staff, Governors, parents and pupils.

- **Governors** – Oversee the policy. They will scrutinise pupil achievement and hold leaders to account for ensuring every pupil achieves their potential.
- **Senior Leadership Team** – Drive improvement and monitor and evaluate the effectiveness of teaching and learning across the whole school.
- **Phase leaders and subject leaders** – Monitor standard of achievement and progress within the subjects/areas or year groups they lead and drive improvement.
- **Teachers** – Use assessment for learning to maximise learning and teaching opportunities.
- **Teaching assistants** – Use assessment for learning to help teachers and children make judgements on their learning and identify next stages of learning.
- **Parents and carers** – Are aware of the children's targets and development and are offered support by the school to ensure their child is achieving in line with their age and ability.
- **Pupils** – Have responsibility for their own learning and know what to do to make good progress within a lesson and over time.

11. Involving Pupils, Parents and Governors in the Assessment Process

Involving pupils

Pupils are involved in the assessment process in a variety of ways:

- Sharing learning objectives and targets with the children so they know what is expected of them.
- Providing opportunities for children to reflect on their work, attitudes, behaviour and set and review targets
- Talking with children about their work, both in a group and on a one-to-one basis. Relating the discussion to the given learning objective/targets/success criteria.

- Teachers asking specific questions related to how the task was carried out, how successful the children feel they have been, and how they might want to change their approach next time.
- Teachers encouraging children to ask these sorts of questions of each other, perhaps by providing a framework through self/peer assessment.
- Focussing attention on a specific issue and involving the children in the setting up of success criteria.
- Involving children in the selection of evidence of their learning and in the selection of their best piece of work.
- Inviting children to make written or oral comments about their learning and reviewing their work at the end of a term or over a period of time, providing opportunities to share successes
- When applicable, pupils will be supported in assessments, identifying and meeting needs for groups that are particularly disadvantaged (e.g. travellers, refugees, asylum seekers, pupils with EAL)

Involving parents

Parents are encouraged to:

- Attend new parent induction sessions provided prior to their children entering school and home visits before entering Nursery.
- Attend parent induction meetings provided prior to children entering each phase.
- In Foundation stage and KS1, come into school daily on an informal basis and help children with a morning activity.
- Attend parent/teacher meetings, in the Autumn and Spring term to share and review and set new targets for their children.
- Attend Special Needs target setting meetings.
- Respond to children's reading in home/school reading diary.
- Read parent newsletter about the curriculum.
- Respond to children's annual report to parents.
- Attend open afternoons and open weeks where they can join in with their children's lessons.

Involving Governors

- Key data headlines are shared with Governors at the end of every half term in an Achievement and Progress Committee meeting.
- Governors attend an Achievement and Progress Committee meeting at the end of every half term. In the meeting Middle Leaders share data, books and monitoring outcomes to provide the Governors with an overview of the teaching and learning in each phase.
- Data Dashboard is analysed with Governors annually.

12. Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in our curriculum planning and teaching.

Suitable and challenging learning opportunities for all pupils will be planned and delivered for all pupils with the aim of maximising achievement for each individual.

Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of pupils based on gender, special educational needs, disability, disadvantaged (including those who eligible for the Pupil Premium Grant) and pupils who are Newly Arrived or speak English as an additional language. Please see the EAL policy for additional information of how EAL pupils are assessed.

13. Target Setting

Cohort targets are set at the beginning of every academic year. These are challenging targets, designed to ensure pupils are Secondary Ready by the end of year 6.

Pupils are expected to make 6 steps progress across the academic year, 2 steps progress every term.

At the end of the Autumn term, pupils are expected to achieve B+ (beginning), W+ (working towards) at the end of the Spring term and S+ (secure) at the end of the Summer term. A + distinguishes between those pupils who are beginning to work within the criteria and those who have achieved the majority of the statements.

Teachers use Bromcom to record assessments half termly. Team leaders analyse the data to identify pupils or groups of pupils who are on track and those who may need additional intervention to ensure that they achieve their potential.

In the Pupil progress meeting, intervention is planned for any groups of pupils or individuals who have not made expected progress or are not on track to make expected standard. This is recorded using a Pupil progress grid and is evaluated at the end of every half term.

Assessment points across the year:

- On entry to Nursery or to reception
- Autumn 1st half
- End of Autumn term
- Spring 1st half
- End of Spring term

- Summer 1st half
 - End of Summer term.
- Pupils are assessed in reading, writing and maths.

14. Assessment in the foundation subjects

All staff assess pupils across the foundation subjects in line with the national curriculum and subject specific guidelines. This information is used to inform planning and to identify next steps for learning.

15. Moderation

Children's work is moderated to ensure consistency of standards, progression, common understanding of the criteria e.g. 'p' scales, programmes of study, level descriptors and standardisation at the end of the key stage.

Phase meetings or whole school staff meetings

Teachers share and discuss samples of work at phase meetings or staff meetings each term across the curriculum areas. Moderated writing samples are shared with the phase to ensure continuity and clarity of the assessment criteria. Samples are put into the school portfolios.

Verifying EYFS, end of key stage one and Key stage two SATs

Schools may receive a visit from the Local Authority moderators who will work with EYFS, Year 2 or Year 6 teachers to establish consistency of approach and interpretation of National Curriculum assessment criteria.

16. Marking and Feedback

An important aspect of assessment is the marking of and responding to children's work. This provides helpful feedback to children and valuable information for the teacher.

When developing a school policy for marking, the following principles should be considered.

Marking should:

- Provide constructive feedback to every child, focusing on success and improvement against learning objectives.
- Help children to become reflective learners and to **close the gap** between current and desired performance.
- Be a two way experience, with children having opportunities to self-assess their learning and receive meaningful feedback from their teachers to enable them to develop their learning further.

- Allow the teacher to assess clearly how well a child has achieved and should provide opportunities to feedback to children on how they can make the next step.

17. The context for marking and feedback

Marking is the annotating of a piece of written work, using words, symbols and grades. It is usually in a written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at, but 'in depth feedback' is given when appropriate. Less detailed marking is often supported by oral feedback.

Feedback may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention/objective(s), and the next steps necessary to improve the work.

We recognise that marking alongside the child is most effective when:

- teachers agree next steps and individual targets with children, and they become involved in setting their own targets;
- specific advice for improvement is given;
- teachers follow up agreed targets with the child to evaluate progress;
- it gives children the opportunity to comment upon their work as it is marked;
- it involves dialogue between teacher and child;
- it provides individual strategies for improvement.

Therefore more in depth marking/feedback usually happens as part of a guided group. It usually happens at the end as a mini plenary but can also happen during the activity.

18. A Guide for Responding to Children's Work

- Where possible, work will be marked with the children at your side to talk about their work.
- All work will be marked in green pen.
- Children thrive on praise and success. They value perceptive comments, responses and questions on their writing. It must be earned and not indiscriminate; they quickly see through generalised faint praise. Marking requires sensitivity and recognition of children's efforts. Avoid writing negative statements and never put a line through children's work.
- Clear instructions will be given to a child before a task begins, together with clear expectations. 'Sloppy' work will not be accepted. Children can be asked to repeat careless work.

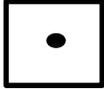
- All work will be annotated clearly to show whether children have worked independently (I) or whether they were guided by a class teacher (T) or a teaching assistant (TA).
- The handwriting scheme should be reinforced. Whatever the teacher writes is a communication to the child and should be written well in the schools agreed handwriting style
- Incorrect spellings of key words will be highlighted and a bubble will be drawn at the side of the incorrect spelling, together with the initial letter. The child will then write the correct spelling in the bubble.

19. Close the Gap marking

- Class teachers need to 'Close the Gap' mark each child's work, at least once a week.
- The learning objective and differentiated success criteria will be stuck in all books and used for marking and feedback.
- Success criteria that has been met will be highlighted green, together with the example in the child's work which shows this.
- A pink highlighter will be used for close the gap marking. The teacher will highlight where the child needs to return to their work to improve, then at the end of the piece of the work, will write a close the gap comment for the child to respond to. The child's response to the close the gap needs to be acknowledged by the class teacher, even if this is a simple tick/smiley face.
- If a child is absent, success criteria still need to be stuck in the child's book and 'absent' written alongside.
- The marking and feedback flowchart (appendix 1) can be helpful when analysing children's Numeracy work and for writing a Close the Gap.

20. Marking code

	<p>Incorrect spelling, think again, write correct spelling in the bubble. Initial letter of spelling will be written by the class teacher as a guide.</p>
<p>CL</p>	<p>Capital letters</p>
	<p>Punctuation</p>

	Full stops
CT	Guided by a class teacher
TA	Guided by a TA
I	Independent work
	Finger spaces
	Paragraphs
VF	Verbal feedback
	Handwriting – ascenders/descenders.
	Self-assessment
	Peer assessment

21. Chance to Shine

Teachers will plan for 'Chance to Shine'. This is where all groups of pupils complete a piece of independent work, applying skills that they have learned. This piece of work will be used by the class teacher to highlight the assessment grid. Children may write their own success criteria for this piece of work, particularly upper KS2 children.

The following recommendations are intended to clarify aims and objectives in setting and responding to written work for the benefit of pupils, staff and parents.

1. We want children to be highly motivated and any record should be in the form of a written comment, which could be accompanied by a sticker or smiley face, where appropriate. Reference to what the child can do and what the next steps for learning are is excellent praise.
2. All comments should be written in a positive way

3. Always point out to and encourage the children to correct wrongly formed letters in their name
4. Mistakes can be extracted and further practice given to correct.
5. If any mistakes are being made, check the ability match of the child to the task given.
6. Marking is in the form of interactive comments for the child to read and respond to.
7. At all times marking should be appropriate to the child's age and ability
8. A tick or stamp acknowledges that the work has been seen by the teacher following independent work.
9. Some surface features can be corrected-two or three per piece of work again depending on the individual child.

22. Non-negotiables.

We have devised non-negotiables for each year group in Maths and writing. These are shared with pupils and referred to in lessons. Pupils will often check their own work against the non-negotiables.

Hollinswood Primary School Non-negotiables

Year group	Literacy	Numeracy
Nursery	<ul style="list-style-type: none"> • Give meaning to marks • Talk to adults and peers using sentences • Talk about books they have read • Join in singing and nursery rhymes 	<ul style="list-style-type: none"> • Join in number rhymes • Use number names and vocabulary in play • Begin to count objects.
Reception	<ul style="list-style-type: none"> • Recognise and attempt to write own name. • Hold pencil correctly • Hear and say initial and final sounds • Begin to form letter correctly • To use finger spaces • Use the sounds I know in words 	<ul style="list-style-type: none"> • Say numbers to 20 in order • Count 20 objects or actions, saying one number for each • Recognise numbers to 20 • Form all my numbers the correct way • Match numerals to quantity
Year one	<ul style="list-style-type: none"> • Write first & last name with capital letters. • Know all the phonemes from my phonics phase and use them in my reading and writing. • Use capital letters at the start of a sentence & full stop at the end • To use finger spaces • Use capital letters for personal pronoun 'I' and familiar names. • Correct letter formation • Write simple sentences that make sense. 	<ul style="list-style-type: none"> • Correct number formation. • Count objects to 20. • Recognise and write numbers 1 to 20. • Name some common 2d shapes.
Year two	<ul style="list-style-type: none"> • Use capital letters at the start of a sentence and full stops at the end. • Use capital letters for names and for the word I. • I can recognise, say and write all sounds from the phase I am working at. • To spell the first 100 high frequency words correctly. • To use finger spaces between words. • Join my writing and make sure it sits on the line. • Use capital letters for personal pronoun 'I' and familiar names. 	<ul style="list-style-type: none"> • Write 1 digit per square in my Maths book. • Draw a straight line with a ruler. Always starting with o. • Count to 100 forwards and backwards. • Count in 2s, 5s and 10s, • Know my number bonds to 20.

Year 3	<ul style="list-style-type: none"> • The date must be written in full and underlined • Every sentence must be correctly punctuated. • Children should be able to demonstrate an understanding of grammatical terminology. • Use conjunctions to write compound sentences. • Correct letter formation. Beginning to join handwriting. • Able to spell KS1 words. 	<ul style="list-style-type: none"> • Short date underlined • Each digit to be written in a square. • Read, write and order numbers to 100. • Children should have a secure understanding of place values to 2 digit numbers. • Be able to partition 2 digit numbers to support calculations. • Count on and back in 10s to and from 100. • Know by heart addition and subtraction facts to 20. • Sound knowledge of x2, x5, x10 tables. • Significant halves and doubles to 100. • Find $\frac{1}{2}$ of a shape or quantity.
Year 4	<ul style="list-style-type: none"> • The date must be written in full and underlined • Every sentence must be correctly punctuated. • Use 'a' and 'an' correctly before a noun. • Use nouns, adjectives, verbs, adverbs, conjunctions, prepositions and the correct tense. • Use conjunctions to write compound sentences. • Handwriting is a legible script, letters are of a consistent size. • Produce at least half a page or writing a day. • Write sentences with fronted adverbials. • Use adverbial phrases. • Use different types of sentences, e.g. commands, questions, simple statements, exclamations and more complex sentences. 	<ul style="list-style-type: none"> • Short date underlined • Each digit written in a square. • Read, write and order numbers to 100. • Children should have a secure understanding of place value to 3 digits. • Be able to partition 3 digit numbers to support calculations. • Count on and back in 10s to and from 100 beginning at a random number. • Know by heart addition and subtraction facts to 20. • Sound knowledge of x2, x3, x4, x5, x6, x10 tables. • Significant halves and doubles to 100. • Find $\frac{1}{2}$ of a shape or quantity. • Multiply and divide 2 digit number by a 1 digit number informally. • To add and subtract 3 digit numbers formally.

	<ul style="list-style-type: none"> • Spell KS1 words correctly. Use dictionaries or word banks to find a word you don't know. 	
Year 5	<ul style="list-style-type: none"> • Use commas to mark fronted adverbials • Use descriptive phrases including expanded noun phrases and prepositional phrases • Punctuate dialogue correctly • Use apostrophes for possession and omission correctly • Use the correct verb inflections eg we were instead of we was, I did instead of I done 	<ul style="list-style-type: none"> • Count backwards through 0 including negative numbers • Recognise the place value of digits in a 4 digit number • Round to the nearest 10,100 or 1,000 • Recall multiplication facts up to 12x12 • Convert between units of measure eg ml/l g/kg mm/cm cm/m • Round decimals with 1 decimal place to the nearest whole number
Year 6	<ul style="list-style-type: none"> • Spell simple homophones correctly • Use commas to mark clauses • Use a range of descriptive phrases • Use a range of coordinating and subordinating conjunctions • Vary the position of subordinate clauses • Use adverbials for place, time and number to build cohesion within a paragraphs 	<ul style="list-style-type: none"> • Count forwards and backwards through 0 • Round numbers up to 1,000,000 to the nearest 10,100,1000, 10,000 and 100,000 • Add and subtract ThHTU and above • Multiply and divide ThHTU by U • Multiply ThHTU by TU • Recognise and use multiples, factors, prime factors, square numbers, cube numbers • Round decimals with 2 decimal places to the nearest whole number and 1 decimal place