

# Learning assessment policy



*Creative  
Education  
Academies  
Trust*

## Harpfield Primary Academy

### Part A

#### 1. Rationale

Assessment is the purposeful, systematic and on-going collection of information as evidence in making judgments about pupil learning, using the outcomes to set meaningful targets. Therefore, it is an essential tool in enabling us to meet our strategic aims for pupil achievement. Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

#### 2. Aims of the Policy

The purposes of assessment are:

- to promote, assist and improve pupil learning;
- to inform programmes of teaching and learning;
- to provide data that can be communicated to a range of people about the progress and achievements of individual pupils or groups of pupils.

#### 3. Objectives

All aspects of assessment must fulfil one or more of the criteria below. To provide:

- an accurate measure of performance;
- an insight into potential based on professional opinion;
- data for internal and external comparison;
- accurate and challenging targets;
- short term targets to move forward;
- information to meet the reporting criteria;
- information to "track" pupils against their targets.

### **See Appendix A (in staff shared) – Our Curriculum Vision**

3.1. It is expected that all of the forms of assessment shown below will be on-going within each Department; however, there will be different emphasis on different aspects at different times.



## **Part B**

### **4. Definitions**

#### Formative Assessment

Formative assessment occurs in the short term, as children are in the process of learning and integrating new ideas into what they already know. It occurs on a daily basis, within and across every lesson, and involves giving immediate feedback to the child to address misconceptions, encourage different ways of thinking and to allow for maximum progress within or across lessons.

4.1. Assessment for Learning (“AfL”) happens all the time in the classroom. It is rooted in self-referencing; a pupil needs to know where s/he is and understand not only where s/he wants to be but also how to “fill the gap”.

4.2. This involves both the teacher and the pupil in a process of continual reflection and review about progress. When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action. Teachers then adjust their plans in response to formative assessment.

#### Summative Assessment

Summative assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher’s or school’s use

4.3. Assessment of Learning is carried out at the end of a unit, or year, or key stage, or when a pupil is leaving the Academy to make judgments about pupils’ performance in relation to national standards.

### **5. Assessment for Learning - See Appendix B (in staff shared) – Harpfield Training**

5.1. Formative assessment is a key factor in raising pupils’ standards of achievement, and central to formative assessment or ‘assessment for learning’ is that it:

- is embedded in the teaching and learning process of which it is an essential part;
- shares learning goals with pupils;
- helps pupils to know and to understand the standards to aim for;
- provides feedback which enables pupils to identify what they should do next to improve;
- is founded on the belief that every pupil can improve;
- involves both teacher and pupils in reviewing and reflecting on pupils’ performance and progress;
- involves pupils in peer and self-assessment.

#### *Involving pupils in their learning*

5.2. In order to involve pupils fully in their learning, teachers should:

- explain clearly the reasons for the lesson or activity, in terms of the learning objectives;

- share the specific assessment criteria with pupils;
- help pupils to understand what they have done well and what they need to develop;
- show pupils how to use the assessment criteria to assess their own learning.



*Modelling quality: showing pupils the learning strategies and goals*

5.3. Assessment criteria are often defined in formal language that may not be clear to the pupil, therefore, we must ensure that teachers share with their pupils examples of work so that they can see the standards they are aiming for. Pupils who study the completed work of others should be encouraged to develop their reflective skills and find out what it is like to take an active part in the assessment process.

5.4. These opportunities can and should include some or all of the following:

- encouraging pupils to listen to the range of pupils' responses to questions;
- showing pupils the learning strategies;
- showing pupils how the assessment criteria have been met in some examples of work from children not known to the pupils;

**Giving feedback to pupils on their work - See Appendix C (in staff shared) - Marking Policy**

5.5. Feedback is an essential element in assessment for learning. This may be achieved through a variety of methods but should include a plenary session. The plenary should be an integral part of every lesson being planned for and sufficient time being set aside. It must be remembered that not all plenaries will happen at the end of a lesson, but every lesson should contain at least one session.

5.6. Teachers should discuss with pupils what they need to do to improve. Written feedback should be given where appropriate. Where time is limited written feedback may not always be possible and in these circumstances oral feedback can be an effective method of feedback and is preferable to no feedback.

5.7. Characteristics of effective feedback:

- Focuses on the task, is given regularly and while still relevant.
- Confirms the pupils are on the right tracks and stimulates correction of errors or improvement of a piece of work.
- Provides suggestions for improvement focusing on enabling pupils to overcome immediate problems, providing a framework of thinking, to tackle similar situations in the future.



## **6. Summative Assessment Procedures:**

6.1. Summative assessment should be on-going and in line with the marking policy.

- In Years 1, 3, 4 and 5, standardised testing is used to inform judgements of attainment.
- PIRA is used to support teacher assessment of reading.
- PUMA is used to support teacher assessment of maths.
- Years 2 and 6 use past SATs papers in this way as their standardised tests.
- Year 3, 4 and 5 use GAPS assessment to provide standardised scores for grammar, spelling and punctuation.
- STAR and EARLY STAR tests are used to provide reading ranges for Accelerated Reader and to also inform teacher assessments.
- Harpfield writing grids are used to provide writing attainment judgements.
- Maths targets are used at the end of each block of teaching and results are entered onto Excel spreadsheets with a score of 1, 2 or 3. 80% at 2 or above indicates that sufficient mastery of a block has been achieved and moving on to the next block is necessary.

## **8. Roles & Responsibilities**

### *8.1. Local Governing Body*

- Monitor and evaluate the Policy.
- Receive a report from Subject Leaders following a subject review.
- Receive termly reports from the head teacher related to current and expected performance.
- Receive an annual report from the head teacher showing data analysis of SAT's.

### *8.2. Leadership Team*

- Ensure deadlines and requirements are decided upon and published in the Academy calendar.
- Maintain the central database.
- Act as a "critical friend" to Subject Leader through line management meetings regarding interrogation of the database.
- Ensure that monitoring and evaluation of tracking data occurs following each data collection point and to negotiate an action plan with Subject Leaders to rectify under achievement of both staff and pupils.

### *8.3. Class Teachers*

- Carry out the assessments for their own class.
- Ensure that pupils are aware of their personal targets.
- Submit, on or before the deadline, assessment data and predicted stages/levels as required.
- Ensure pupils are aware of the outcomes of the assessments and the consequences to them as individuals.
- Share assessment data with parents/carers during Parents Evenings.

## **9. Evaluation**

9.1. The implementation of this policy will be monitored by SLT through line management meetings and lesson observations.