

Harrington Hill Primary School

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ASSESSMENT POLICY

Reviewed	February 2024
Next review date	February 2026

Assessment Policy

'Striving for Excellence. Achieving Together'

Purpose of the policy

This policy seeks to ensure a shared understanding throughout the school community of the key principles behind our assessment system Harrington Hill Primary School. The aims of this document are to provide a clear and succinct overview of why, how and what we assess as a school.

Aims in Assessment

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work.
- To help our children understand what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the school, governors and outside agencies with information and accountability data.

Assessment procedures

The purpose of assessment is to raise achievement and self-esteem for all pupils. All assessment must be useful and have a positive impact on children's learning. Assessment forms an integral part of the teaching and learning process in the following ways:

- To support good quality teaching.
- To provide the next steps for planning.

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- To find out what the children know.
- To ensure that learning intentions are being met.
- To evaluate teaching.
- To ensure monitoring of children's progress.
- To involve children in their own learning and to encourage them to become self-evaluative.
- To ensure feedback for children and parents.

At Harrington Hill, we use both **Summative Assessment** and **Formative Assessment** throughout the year.

***Summative assessments** are any method of evaluation performed at the end of a teaching unit or term allowing teachers to measure a child's understanding against standardised criteria. They usually result in the child receiving a determined grade that tells the child/parent how well they are performing academically. Teachers can also use these results to evaluate how successful their teaching methods were and see if they need to be adjusted next time they teach that unit.*

***Formative assessment** means that the teacher is monitoring children's learning by providing regularly and timely feedback on what they've done well and what they need to improve. It can take a variety of forms from informal quizzes to verbal feedback on a piece of work. To be effective, formative assessment needs to take place regularly during teaching and learning. It's conducted to help teachers decide how to further develop children's understanding.*

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Assessment Methods

Brief overview of assessment methods:

Maths	Reading	Writing
Formative	Formative	Formative
<ul style="list-style-type: none"> • Questioning. • Marking and green pen response daily. • Work in books. • Range of Assessment for Learning (AfL) techniques. • Self-assessment activities and self-assessment in books. • On-going observations (Early Years) 	<ul style="list-style-type: none"> • Questioning. • Marking and green pen response when appropriate. • Work in books. • Range of Assessment for Learning (AfL) techniques. • Self-assessment activities and self-assessment in books. • Destination Reader selfies • On-going observations (Early Years) 	<ul style="list-style-type: none"> • Marking and green pen response in English books. • Work in books. • Cross-curricular writing. • Self-assessment activities and self-assessment in books. • On-going observations (Early Years)
Summative (Internal)	Summative (Internal)	Summative (Internal)
<ul style="list-style-type: none"> • NFER tests for Year 2, 3, 4 and 5, termly. • NFER tests for Year 1 – end of year only. • Times tables tests half termly • Half termly assessments for Year 6: Past SATs papers. • Maths Mastery end of unit assessments 	<ul style="list-style-type: none"> • Half termly assessments for Year 6: Past SATs papers. • Half termly tracking grid for KS2. • Half termly phonics assessments for EYFS/KS1 • NFER tests for Year 2, 3, 4 and 5, termly. • NFER tests for Year 1 – end of year only. • Termly phonics assessment for Year 1 (and Year 2s who did not pass in Year 1). 	<ul style="list-style-type: none"> • Internal moderation across all year groups. • Termly writing in portfolio – Reception to Year 6. • End of year writing portfolio – Nursery (Summer term only)
Summative (External)	Summative (External)	Summative (External)
<ul style="list-style-type: none"> • Year 6 Statutory Tests. • External moderation across the borough. • Year 4 Times Table Screening Check. 	<ul style="list-style-type: none"> • Y1 Phonics Screening Check • Year 6 Statutory Tests. • External moderation across the borough. 	<ul style="list-style-type: none"> • External moderation across the borough. • Cross-moderation with other local primary schools.

Assessment for Learning (AfL)- Assessment that occurs at every stage of the learning process, with effective feedback used to improve children’s performance. With assessment for learning, the main purpose is to close the gap between where the learner is at that point in time, to where they want to be. Teachers use assessment information to adjust their teaching strategies.

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NFER tests-National Foundation for Educational Research standardised non-statutory tests.

Destination Reader selfies-short assessment tasks linked to a text.

Formative assessment

Teachers use formative assessment to support children in identifying areas of success and areas for improvement. It is integral to teaching practice and is used to both plan appropriate teaching and learning activities and adapt these to our children's needs. It is also used to identify children requiring extra support and to ensure that all pupils achieve well. We use a wide range of evidence to accurately assess children's attainment and progress and teachers actively seek ways to challenge children's understanding in order to gain a full picture of their attainment.

At Harrington Hill, we believe that effective Assessment for Learning involves the following:

- The sharing of clear learning goals/intentions with pupils.
- Helping pupils know and recognise the criteria for success.
- Providing feedback and marking that helps pupils to identify how to improve.
- Pupils learning self-assessment techniques to discover areas they need to improve.
- The use of effective questioning to assess progress.
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress and discussing targets for improvement.
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Summative assessment

These are the assessments that teachers carry out at the end of a week, term or year to find out what the children know at the end of a teaching period. They take the form of tests and our test timetable is shared with staff at least one week before assessment week.

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Pupils with Special Educational Needs: Pupils who are on our additional needs register and working below the year group expectations will be assessed using the NFER paper that is appropriate to their level. This needs to be done sensitively, ensuring there is no reference to the lower year group visible to the child. At the end of a key stage, If children are working below their key stage, they will be assessed using the **DfE pre-key stage assessments** <https://www.gov.uk/government/publications/pre-key-stage-2-standardstandards>.

Early Years Foundation Stage: (EYFS)

Reception Baseline Assessments are carried out within the first 6 weeks of pupils starting Reception. As part of the task-based assessment, pupils use practical resources to complete tasks and teachers record the results on a laptop, computer or tablet.

In addition to the statutory baseline assessment, teachers will carry out an assessment using Tapestry within the first half term of a child entering Reception. This assessment includes all seven areas of the EYFS curriculum. (Personal Social Emotional Development, Communication and Language, Physical Development, Mathematics, Knowledge and Understanding of the World, Expressive Arts and Design and Literacy). In the Nursery class, this assessment is carried out within the first four weeks. All children also complete a writing sample on entry to school and then every half term.

At the end of every half term, Reception children participate in an *informal* phonics assessment to monitor the progress of each child. This helps staff to identify pupils who need additional support.

Tapestry is used for recording observations of children across all seven areas and is used to track progress to inform planning. It provides parents, carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Tapestry report together with a short commentary on each child's skills and abilities. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

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Feedback to children

At Harrington Hill, we believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Please refer to our Marking and Feedback Policy, which outlines how we give children feedback.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school and speak to their child's class teacher if they have concerns about any aspect of their child's work. At the beginning of the school year, we offer parents the opportunity to meet their child's new class teacher, in a class meeting. In this meeting, the class teacher will go through the upcoming term, expectations for homework and how they can best support their child at home.

Parent's evenings take place twice a year, one in the Autumn Term and one in the Spring Term. These meetings give parents the opportunity to discuss their children's progress with the class teacher.

At the end of the summer term we give all parents a written report of their child's progress and achievements during the year. We identify if the child is working above, at or below national expectation. In reports for pupils in Year 6 we also provide details of the standard achieved in the national tests. In the reports for Year 1, we also provide details of the standard achieved in the national phonics screening check. In the reports for Year 4, we also provide details of the standard achieved in the national times table screening check.

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Each of our teachers gives parents a half-termly knowledge organiser that identifies the main areas of study for that particular class. In this knowledge organiser, the teacher identifies how parents can support any elements of the work during the term.

Data Tracking and Pupil Progress

We use Arbor to input and analyse summative data termly. This data is then discussed at our termly Pupil Progress Meetings, at which a year group’s Raising Attainment Plan (RAP) is created and regularly reviewed during the up coming term. Pupil Progress Meetings (PPMs) are carried out at the end of each term, following the summative assessments carried out in assessment week. Using our year group Raising Attainment Plans, the purpose of the meeting is to review the progress of every child, thus ensuring good progress for all. We recognise that quality first teaching has the biggest impact on pupil attainment, therefore discussions surrounding planning for the term ahead will be a priority. Interventions and strategies to raise attainment or support the emotional well-being of particular groups/children can also be identified to be carried out during the next term. The lowest 20% performing pupils in reading, writing and maths are closely monitored and the impact of interventions are measured and reviewed.

In Year Admission Tracking

For those children who start Harrington Hill after the start of the academic year, careful procedures are put in place to track the progress of these children. In the EYFS, children are assessed half-termly. In Years 1-6, on entry assessments are carried out within two weeks of arrival.

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Appendix A

ASSESSMENT CYCLE

	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
EYFS	<ul style="list-style-type: none"> • Reception Baseline Assessment • On entry assessment (all 7 areas of the curriculum) • Phonics assessment (Rec) • Writing sample • DEY document (Development in the early years) updated • Ongoing Tapestry EYFS observations 	<ul style="list-style-type: none"> • Phonics assessment (Rec) • Writing sample in portfolios. • Maths assessment • Pupil progress meetings • Pupil progress trackers updated • DEY document (Development in the early years) updated • Creation of the RAP. • Complete Speaking & Listening tracker. • Ongoing Tapestry EYFS observations 	<ul style="list-style-type: none"> • Phonics assessment (Rec) • DEY document (Development in the early years) updated • Review of the RAP in PPMs. • Ongoing Tapestry EYFS observations 	<ul style="list-style-type: none"> • Phonics assessment (Rec) • Writing sample in portfolios. • Maths assessment • Pupil progress trackers updated • DEY document (Development in the early years) updated • Creation of the RAP • Complete S&L tracker. • Ongoing Tapestry EYFS observations 	<ul style="list-style-type: none"> • Phonics assessment (Rec) • DEY document (Development in the early years) updated • Review of the RAP in PPMs. • Ongoing Tapestry EYFS observations 	<ul style="list-style-type: none"> • Phonics assessment (Rec) • Writing sample in portfolios. • Maths assessment • Pupil progress meetings • Reports out to parents. • Pupil progress trackers updated • DEY document (Development in the early years) updated • Creation of the RAP • Complete S&L tracker. • Ongoing Tapestry EYFS observations

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YEAR ONE	<ul style="list-style-type: none"> Phonics assessments. Assertive Mentoring maths test at the end of the half term. Assessment of book band levels (when off Read Write Inc -phonics programme -RWI) Half termly topic assessment. Review of the Raising Achievement Plan (RAP) in Pupil Progress Meetings (PPM). 	<ul style="list-style-type: none"> Phonics assessments. Reading (informed by phonics assessment), writing and maths teacher assessments. Pupil progress meetings. Phonics assessments. Science trackers updated. Assessment of book band levels (when off RWI) Half termly topic assessment. Creation of the RAP Complete computing and Speaking & Listening (S&L) trackers. Assertive mentoring maths test. Writing assessment in portfolios. 	<ul style="list-style-type: none"> Phonics assessments. Assessment of book band levels. Half termly topic assessment. Review of the RAP in PPMs. Assertive mentoring maths test at the end of the half term. 	<ul style="list-style-type: none"> Phonics assessments. Reading, writing and maths teacher assessments. Pupil progress meetings. Phonics assessments. Half termly maths assertive mentoring test. Science trackers updated. Assessment of book band levels (when off RWI) Half termly topic assessment. Creation of the RAP Complete computing and S&L trackers. Assertive mentoring maths test. Writing assessment in portfolios. 	<ul style="list-style-type: none"> Phonics assessments. Assessment of book band levels (when off RWI) Half termly topic assessment. Review of the RAP in PPMs. Assertive mentoring maths test at the end of the half term. 	<ul style="list-style-type: none"> Year 1 Phonics Screening Check. Phonics data due in. Reading, writing and maths teacher assessments. Pupil progress meetings. Reports out to parents. Science trackers updated. Assessment of book band levels. NFER standardised tests in reading and maths. Half termly topic assessment. Creation of the RAP Complete computing and S&L trackers. Writing assessment in portfolios.
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YEAR TWO	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the Raising Achievement Plan (RAP) in Pupil Progress Meetings (PPM). 	<ul style="list-style-type: none"> • Assessment Week: NFER standardised tests in reading and maths • Termly pupil progress meeting. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and Speaking & Listening (S&L) trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Monthly pupil progress meetings. • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • Assessment Week: NFER tests in reading and maths • Termly pupil progress meeting. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Year 2 phonics internal assessments prior to re-sit • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • Year 2 re-sits phonics screening check. • Phonics data due in for re-sits. • Assessment of book band levels. • Reports out to parents. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Writing assessment in portfolios.
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YEAR THREE	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the Raising Achievement Plan (RAP) in Pupil Progress Meetings (PPM). 	<ul style="list-style-type: none"> • NFER standardised tests in reading and maths. • Termly pupil progress meetings. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and Speaking & Listening (S&L) trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • NFER tests in reading and maths. • Termly pupil progress meetings. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • NFER tests in reading and maths. • Termly pupil progress meetings. • Assessment of book band levels. • Reports out to parents. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Writing assessment in portfolios.
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YEAR FOUR	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the Raising Achievement Plan (RAP) in Pupil Progress Meetings (PPM). 	<ul style="list-style-type: none"> • NFER standardised tests in reading and maths. • Termly pupil progress meetings. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and Speaking and Listening (S&L) trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • NFER tests in reading and maths. • Termly pupil progress meetings. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • NFER tests in reading and maths. • Termly pupil progress meetings. • Assessment of book band levels. • Reports out to parents. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Statutory Times Table Screening Check. • Writing assessment in portfolios.
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YEAR FIVE	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the Raising Achievement Plan (RAP) in Pupil Progress Meetings (PPM). 	<ul style="list-style-type: none"> • NFER standardised tests in reading and maths. • Termly pupil progress meetings. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and Speaking and Listening (S&L) trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • NFER tests in reading and maths. • Termly pupil progress meetings. • Science trackers updated. • Assessment of book band levels. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • NFER tests in reading and maths. • Termly pupil progress meetings. • Assessment of book band levels. • Reports out to parents. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Writing assessment in portfolios.
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YEAR SIX	<ul style="list-style-type: none"> • Assessment Week: reading, writing, maths and Spelling, punctuation and grammar (SPAG). • Cognitive Ability Tests (CATS Tests). • Fortnightly pupil progress meetings. • Assessment of book band levels. • Half termly topic assessment. • Review of the Raising Achievement Plan (RAP) in Pupil Progress Meetings (PPM). 	<ul style="list-style-type: none"> • Assessment Week: reading, writing, maths and SPAG. • Fortnightly pupil progress meetings. • Termly pupil progress meeting. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and Speaking and Listening (S&L) trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Assessment Week: reading, writing, maths and SPAG. • Fortnightly pupil progress meetings. • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. 	<ul style="list-style-type: none"> • Assessment Week: reading, writing, maths and SPAG. • Fortnightly pupil progress meetings. • Termly pupil progress meeting. • Assessment of book band levels. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Creation of the RAP • Writing assessment in portfolios. 	<ul style="list-style-type: none"> • Year Six SATs week. • Assessment of book band levels. • Half termly topic assessment. • Review of the RAP in PPMs. • Moderation of KS2 writing (internally most years, except every 4 years when we are moderated externally.) 	<ul style="list-style-type: none"> • Teacher assessments due in and sent off for reading, writing, maths, SPAG and Science. • Assessment of book band levels. • Reports out to parents. • Science trackers updated. • Half termly topic assessment. • Complete computing and S&L trackers. • Writing assessment in portfolios.
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