Haworth Primary School

Assessment for Progress Policy

Rationale

At Haworth Primary School we believe assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to do next.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate leaning activities and challenge at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

Clear, consistent and manageable processes for assessment at Haworth are important in order to:

- Raise the standards of achievement throughout the school
- Maintain accurate records of the progress and attainment of individual children and cohorts
- Ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- Enable the active involvement of pupils in their own learning
- Enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- Provide regular information for parents that enables them to support their child's learning
- Provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Types of assessment:

At Haworth Primary, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform planning, both long and short term
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

We recognise the importance of effective and swift feedback to children following their learning activity.

Foundation Stage

At Haworth we use Learning Journeys for recording significant learning. However, writing and recording learning does not impede or distract children in their learning and we recognise the core function of adults is to interact with the children and facilitate their learning. Formal observations are carried out as needed to ensure staff know what children can do and know what needs to be taught next.

Learning journeys: are scrap books with exemplar pieces of work mainly done independently by the children or in adult led activities.

Focus Activity: during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

Exercise Books
Writing books are used for Reception.

Reception
Much of the feedback is done verbally, with the child, so the teacher knows they can understand it and there is an opportunity for a two-way dialogue to address any other issues. Teachers write in the children's books when verbal feedback has been given. Teachers also write comments for children in books when it is appropriate and will help progress. They may write points down so that all adults in the class are fully aware of what the next steps in the children's learning are.

<u>Year 1 to Year 6</u>

Haworth Primary actively encourages live marking but where this is not possible children's books are marked as soon as possible after the children have done their work and always before the next task is undertaken. Time is allocated at the beginning of the lesson to go back to the last piece of work, read the comments, make any necessary amendments in response to the comments and, on occasions, carry out some extension activity to consolidate and develop learning.

Much of the feedback with children in Year 1 is done verbally.

Targets are time limited, usually small steps (SMART marking) and achievable within upcoming work being done. The children are expected to evidence the target on several occasions to ensure the teacher is

confident that they understand and are using it consistently. Purple pens are used further up the school to show corrections and further consolidation of learning by the children.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments for EYFS, Phonics check, KS1, Year 4 multiplication check and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Data Capture

At Haworth, our approach to summative data is around ensuring it can be simply understood by all necessary audiences and will give information in order to impact on learning and teaching.

There are three data capture times during the year, where the evidence from the children's books and summative assessment help the teacher to make a judgement around a child's progress and attainment.

Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests (including optional tests for Years 1-5) are used to inform teacher assessments.

Moderation

Regular moderation takes place to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments. Year 6 are also involved in local authority moderation. In addition, Year 4 take part in the statutory multiplication check.

Appendix 1: Marking Guidance

The guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative Assessment and Focused Marking:

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning. Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps

should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Frequency of Marking

Children's books are marked as soon as possible after the children have done their work and always before the next task is undertaken. The school recognises that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher; however, a record of this should be made in the pupil's book. The School actively encourages 'Live Marking'. Self and peer marking are also encouraged for some learning, where appropriate.

Children should be given the opportunity to look at and respond to the teacher's comments in an-age-appropriate way.

Writing

Focused marking of children's writing should relate to either the specific learning objective or to the assessment grids.

Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected provided children are given an opportunity to practise them.

Maths

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the steps needed to enable them to make further progress. It is often only necessary for the teacher to mark some of the calculations on a page in order to judge whether the child has understood the concept.

Test Marking

The school acknowledges that there is a role for testing; however, teachers should ensure that test results are fed back to children individually and sensitively. Teachers are encouraged to provide information to children on whether the mark achieved is an improvement on previous attainment.

Self Assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective (assessing and/or marking another child's work)
- two stars and a wish (children identify two ways in which their work meets the learning objective and one thing that they could improve)
- self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating own or a peers' work to demonstrate appropriate use of text features

Policy was reviewed and formally adopted by Haworth Primary School on

……29/09/2026……Date

…………Signed Chair of Governors

……Ed Whitehead……Signed Headteacher