



HOLMBUSH PRIMARY ACADEMY

Assessment for Learning Policy

Rationale

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in learning. It involves using assessment in the classroom to raise children's achievement and is based on the idea that children 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. We believe that every child can improve. We use assessment to improve children's understanding and to support and encourage them to achieve excellent progress.

Aims

At Holmbush we aim to:

- Ensure that every child knows how well they are doing and understands what they need to do to improve and how to get there.
- Ensure that every child gets the support they need to be motivated, independent learners on an ambitious trajectory of improvement, developing a positive growth mind-set attitude to learning.
- Ensure that every teacher and teaching assistant is equipped to make well-founded judgements about children's attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for children who are not fulfilling their potential.
- Ensure that our school has in place appropriate assessment systems for making regular and accurate assessments of children and for tracking their progress.
- Ensure that every parent and carer knows how well their child is doing, what they need to do to improve and how they can support the child and their teachers.

Assessment at Holmbush

Staff at Holmbush have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below. Formative assessment for learning is ongoing teacher assessment so that next steps can be planned.

EYFS

- Children in our Little Learners Nursery and our Holmbush Reception class are tracked using the Learning Outcomes. Assessments are recorded using Orbit (an online learning journal sharing children's learning with staff and parents) and then Reception children's progress is tracked using Target Tracker. During the summer term, the final teacher assessments are reported using the EYFS Profile and Characteristics of Learning. Parents receive a written report. A Learning Journal book of key learning highlights is also kept and parents and carers are able to contribute to this document with Wow moments.
- Phonics is assessed at the end of a phase, using the phonics-tracking sheet.

Key Stage 1 and 2

- Assessments are made in Maths, Reading, Writing, Science and Speaking and Listening on Target Tracker.
- Phonics is assessed termly at the end of a phase, using the phonics-tracking sheet unless children are working within phase 6.
- In year one children are assessed using the standardised national phonics test.
- In year two, standardised national tests (SATs) are used to inform end of Key Stage teacher assessments. These are recorded on Target Tracker and reported to the Local Authority and parents.
- In Year 6, statutory attainment tests (SATs) are carried out as required. These are recorded on Target Tracker and reported to the Local Authority and parents.

Assessing Pupil Progress

At Holmbush Primary Academy we use Assessment Criteria (AC) sheets linked to National Curriculum criteria, key performance indicators or mastery statements. In Reading the AC sheet takes the form of Reading Cards and each child has one. The Writing (WAC) sheets are kept in the children's books. Speaking and Listening (SPLAC) sheets are kept in the guided reading file. Maths curriculum assessment criteria are kept in a teacher file to be updated onto target tracker. Maths fluency criteria are recorded on Fluency Cards and every child has one. These are dated regularly by teaching staff and the children's target areas identified by a T in a circle.

Regular staff meetings are allocated to moderate work to ensure consistency in assessment judgements across the school. Teachers are also expected to use part of their PPA to moderate work and assess pupils. We also moderate samples of learning with locality schools and with our Local Authority on a regular basis.

Rising Stars assessments may be used by teachers to check their own formative assessment at the end of a unit.

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Feedback and Marking policy
- SEN Policy