

# Assessment Policy

*This policy works in partnership with our Marking and Feedback Policy, Curriculum Policy and Teaching & Learning Policy*

Adopted by Hunslet Moor Primary School  
Governing Body in December 2024

Next Review: Due for review – December 2025

# Hunslet Moor Primary School

## Assessment Policy

### 1. The principles of assessment at Hunslet Moor Primary

At Hunslet Moor Primary we recognise that an effective Assessment Policy encompasses and empowers our entire learning community. The key aims and objectives of our assessment model are:

- That every child knows how they are doing, and understand what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement.
- That every teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential.
- That our school has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.
- That every parent and carer knows how their child is doing, what they need to do to improve, and how they can support their child and their teachers.
- That we are aware of all changes to the national framework of assessment and we ensure that we always strive to meet national expectations of attainment and progress for all groups of pupils.

As a school, we acknowledge that it is the responsibility of all teaching staff, irrespective of the phase in which they teach, to work collectively to ensure that consistently high targets are set for all pupils.

- **Where pupils are assessed as working below expected attainment for their age, we expect progress to be accelerated to ensure that this gap is closed.**
- **Where pupils are working at the expected or above expected attainment for their age, we expect this level of progress to be maintained and built upon to ensure these pupils continue to attain at and above the standard expected of them.**

As a school we have a responsibility to ensure that our own targets for pupil attainment and progress match those set by government.

Careful analysis of Interim Framework Assessments provided by the DfE for end of Key Stage 1 and end of Key Stage 2, has enabled us to identify that the expected standard within our own data tracking system This has therefore been set as pupils working at the 'expected' step within their year band.

### 2. The purpose of assessment at Hunslet Moor Primary

At Hunslet Moor Primary we recognise that assessment should make children successful learners through embedding the principles of Assessment for Learning and Teaching throughout our practice across school. Effective Assessment for Learning and Teaching (AFLT) should underpin every lesson; identifying every pupil's stage of development and achievement (academic, social, creative and spiritual) and using this to inform planning and teaching that develops their skills in order for all pupils to achieve their maximum potential and make excellent rates of progress.

#### 2.1 Effective Assessment for Learning and Teaching (AFLT) in every classroom

Assessment for Learning and Teaching (AFLT) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

#### 2.2 Planning

At Hunslet Moor Primary we expect planning to provide opportunities for both the learner and teacher to obtain and use information about progress towards learning objectives taken from the curriculum (our

intent). Planning also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers are expected to reflect on the learning that has taken place, annotating plans daily and use this to inform the next steps in their teaching.

### **2.3 Understanding the criteria of assessment**

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed. For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

### **2.4 Marking, feedback and aspirational learners**

We recognise that all learners need information and guidance in order to plan the next steps in their learning. Teachers should use effective marking and feedback to: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; and provide opportunities for learners to improve upon their work through the effective use of Extended Learning Challenges (ELCs) in maths and through editing and improving their work in other subjects such as Writing. Please see the school's Marking and Feedback Policy for further information on ELC's.

At Hunslet Moor Primary we recognise that assessment should take account of the importance of learner motivation. Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction and encourage self-motivation and aspiration. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment. Learning reflections in every classroom and working walls in English and Mathematics enable pupils to consider the achievements they have made and signal the next steps they need to take in their learning.

### **2.5 Individual Needs**

At Hunslet Moor Primary School the responsibility for identifying, assessing and monitoring children with special educational needs and/or disability or who are identified as disadvantaged is the responsibility of the class teacher in conjunction with the senior members of staff responsible for Assessment, SEND/Inclusion and Pupil Premium. Baseline assessments and prior data outcomes are used to track all pupils and enable school to identify and track the attainment and progress of groups of pupils such as those with prior higher or lower attainment, girls/boys, pupils with English as an additional language and different ethnic groups of pupils. It is the responsibility of every class teacher to plan and deliver an inclusive and differentiated curriculum in order for every child to achieve their potential. (See Appendix 1: Pathways to assessment) for further breakdown of assessment protocol within school.

### **2.6 BSquared Assessment Portal**

The Bsquared Assessment portal is used as a tool to assess pupils who are working significantly below their age related band compared to that of their peers. It is used to support pupils who are predominantly categorised as SEND pupils to breakdown the National Curriculum objectives into smaller steps (progression steps). These smaller steps are therefore used to support teachers to tailor planning, resources and assessments in order to support the individual needs of the pupil.

Please note, Bsquared is not a separate curriculum. It is an assessment tool which aligns with the National Curriculum to support teaching and learning.

Each Progression Step links to a year group (please see correlation of Progression steps to National Curriculum outcomes for pupils)

SENIT mapping tool																					
Mapping between National Curriculum (2014), B Squared & End of Key Stage Descriptors																					
P scales & National Curriculum (2014)																					
B Squared (Old Files)																					
B Squared Progression Steps (New)																					
End of Key Stage 1 Pre key stage Standards																					
End of Key Stage 2 Pre Key Stage Standards																					
P1 to P3			P4	P5	P6	P7	P8	Year 1			Year 2			Year 3			Year 4	Year 5	Year 6		
P1	P2	P3	P4	P5	P6	P7	P8	Step 1 c	Step 1b	Step 1a	Step 2 c	Step 2b	Step 2a	Step 3a	Step 3b	Step 3a	Year 4	Year 5	Year 6		
Engagement Steps (for pupils not engaged in subject specific learning)			1		2		3			4		5		6		Progression step 7		Progression step 8		Progression step 9	
P Level 1 to 4			1		2		3			4											
P Level 1 to 4			1		2		3			4		5		6							

### 3. The Assessment Cycle at Hunslet Moor Primary School

#### 3.1 Assessment and our school curriculum

At Hunslet Moor Primary School we recognise the importance of ensuring that our assessment framework is built into our school curriculum, enabling us to check what pupils have learned and whether we are on track to meet expectations at the end of the key stage. Long term and short term planning for all subjects draw objectives directly from the national curriculum and subject leaders carefully tailor a curriculum that links and builds on prior learning. Teachers regularly assess all pupils against objectives which are drawn from the National Curriculum and tailored to match our school curriculum, using an online tracking software called Sonar. Using Sonar as our school tracking software allows teachers to make both formative and summative judgements which therefore then enables staff to pinpoint the specific aspects of the curriculum in which pupils are falling behind in. It also allows the opportunity to recognise exceptional performance, report regularly to parents and carers and, where pupils move to other schools, provide clear information about each pupils' strengths, weaknesses and progress towards the end of key stage expectations.

#### 3.2 Assessment cycle

Assessment at Hunslet Moor Primary School provides an essential tool to drive forward progress and ensure quality first teaching. Assessment is an important component at all stages of our learning community and follows a termly cycle of assessing, moderation, tracking, analysis, development of strategic action plans and interventions, evaluation of impact and planning for next steps. An assessment model (see Appendix 2: Hunslet Moor Primary School Assessment Cycle) details the various stages of this cycle.

### **3.3 Formative and Summative Assessment**

Good teachers constantly assess their pupils' learning. At Hunslet Moor Primary School we recognise the need to understand what and how learners are thinking, and use this to enhance future learning. For formative assessment to be effective, we believe that teachers need to focus on how children are learning. Pupils need to know what they are supposed to learn and how to identify success. Our expectations for teaching and learning is that it must be an interactive, collaborative process, where teachers can talk with pupils and raise open-ended questions in order to construct and share their understandings.

Formative assessment happens on a daily basis; it provides the judgments teachers need to be able to deliver inclusive and effective teaching that moves all learners on. Summative assessment enables teachers to ascertain how confident pupils are in applying their skills, knowledge and understanding in a standardised and more formal context, usually at the end of a period of learning.

### **3.4 PiXL Assessment**

As a school, we use PiXL as a tool to support the rigorous assessment process in both KS1 and KS2. Individual pupils take part in a series of Reading, Maths and GPS tests each term in order to diagnose and expose gaps in learning. Question Level Analysis grids (QLA grids) are then used to support marking and feedback of individual pupil tests and are used as a way of questioning, planning and shaping whole class teaching in future weeks. Following further analysis of cohort data and progress towards predicted end of year targets, pupils are then placed into focus groups (interventions) within their cohort, using the therapy materials to support targeted, personalised approach to accelerating learning and closing the gap.

### **3.5 Assessment grids in English for KS1 & KS2**

As a school, we use assessment grids as a form of monitoring key performance in Writing across KS1 and KS2. These grids are used to identify end of year expectations and help to staff to identify objectives being met, and similarly, produce gap analysis for individual pupils. Paper copies of the Writing grids are also used across school. These grids are closely aligned with national frameworks for attainment at the expected standards and greater depth at the end of KS1 and end of KS2. Assessment grids support teachers by tracking and evidencing progress for teacher assessment and moderation of judgements across school.

### **3.6 Moderation of teacher judgements**

As a school we recognise the importance of ensuring that we regularly moderate teacher assessments through planned termly moderation meetings which take place across the school year. Teachers have the opportunity to moderate with colleagues from across school using the objectives complete online via Sonar or assessment grids. A termly cycle of moderation draws upon expectations from the national curriculum in Reading, Writing and Maths to ensure judgements are accurate and there is consistency across school. Links with our partners across other local schools allow teachers the opportunity to also discuss common assessment themes and also affirm teacher assessment judgements.

### **3.6 Training**

Teachers are provided with an opportunity to attend local authority moderation training and courses to develop their CPD. Teachers will be kept up to date with developments in assessment practice and statutory arrangements by attending relevant training. We also keep up to date with current good practice and are outward looking in terms of training opportunities to ensure we develop and improve staff practice on a regular basis. This may be in the form of relevant staff accessing training directly or individual teachers accessing training, which is then disseminated to staff.

### **3.7 Accountability for Assessment**

At Hunslet Moor Primary School we believe that we can continue our drive for excellence through ensuring that teachers have the autonomy to decide how best to teach their pupils, while being held to account for

their pupils' education. The most effective education systems around the world are those that have high levels of autonomy along with clear and robust accountability. As a school, we are aware of the importance of being accountable to parents and carers, governors, Ofsted and, via the statutory assessment framework, to government. A wealth of data supports this accountability regime.

Statutory summative assessments are prescribed by the government to provide robust external accountability and national benchmarking. The government have advised that the results of national curriculum tests, along with summative teacher assessments, will continue to be published at the end of EYFS & KS2 as this provides important information for parents, governors, Ofsted, the wider public, and the secondary school where the pupil will continue their education.

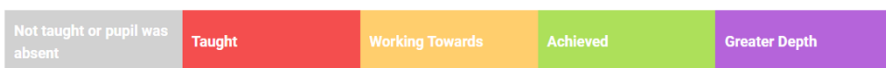
### **3.8 Tracking Pupil Attainment and Progression in skills.**

At Hunslet Moor Primary School we have carefully considered the curriculum on offer for our pupils and the effective tracking of pupil attainment and progress. We have personalised our curriculum to ensure that it has a clear progression of knowledge and skills which embeds and builds on prior knowledge. We use Sonar as a platform for tracking every subject that is delivered across the curriculum to assess pupil attainment and progress on a termly basis.

### **3.9 Tracking of Pupil Attainment and Progression in skills in Core Subjects (Reading, Writing and Maths)**

The formative assessment within Sonar enables teachers to record what a child can do and has achieved, it also allows for future planning by showing gaps in children's learning objectives and therefore enables teachers to set children's next steps in their education. Objectives, taken directly from the national curriculum are used to assess every pupil's attainment in Reading, Writing and Maths core subjects. Sonar provides a tool to measure how well pupils have met the expectations of the curriculum using these objectives and key knowledge indicators as a school (KPI's). **Teachers, and not the software package, make an informed decision as to which band a pupil is assessed on from the amount of objectives achieved.**

Breakdown of objectives colours



The summative assessment tab allows teachers to form an accurate judgement of attainment based on what has been achieved at that point in time assessment. Therefore allowing users to create reports for children, parents, teachers, managers and governors, supporting self-evaluation, performance management and preparing for Ofsted.

### **3.10 Tracking of Pupil Attainment and Progression in Wider Curriculum Subjects**

Overall pupil summative attainment is recorded on Sonar. However, to assess whether a pupil is on track to achieve their end of year objective within a wider curriculum subject, staff use 'End points' for each individual subject. These can be found on the Long Term Plans of each year group.

An end point outlines the knowledge or skills a pupil should have gained after achieving the list of objectives outlined on the LTP e.g. Autumn 1.

If a child meets an end point, they are classified as working at 'Expected' and therefore recorded on Sonar as meeting 'Expected' learning intentions.

End points are clearly identified for all year groups from Nursery – Year 6 on their LTP. These are progressive and well sequenced across the year.

### **3.11 End of Unit Quizzes**

In addition to using end points as a form of assessment, Unit Quizzes are also used as a tool to support teachers reaching a final judgements of a pupil within a wider curriculum subject.

Unit Quizzes are used to determine if a learner has met the learning intention and developed the skills intended throughout topic. The purpose of a unit quiz are as follows:

- Support teachers and pupils to understand what they are expected to learn;
- Ascertain what pupils already know;
- Establish what have they learnt

Unit quizzes form part of a pre- unit assessment, which can be a whole class/ group/ individual pupil level. Throughout the wider curriculum unit of work, it is expected all children can access a quiz at the beginning of a unit and also at the end of a unit to determine what they have learnt and understood.

Please note: this is only one method to inform summative assessment. Staff do not use unit quizzes as a form of assessment in Music, Art, MFL, DT, PSH& PE.

### **3.11 PITA Model and measuring progress.**

A Point in Time Assessment (PITA) is a popular non-linear method of tracking attainment and progress. This model assesses pupils’ learning **against the criteria taught to date**.

Pupils’ achievements are compared against the expected levels of understanding and competencies relative to that **‘point in time’**.

Progress is measured by comparing Point in Time Assessments over time. For example, if a pupil consistently meets expectations and continues to work at the expected standard, they are judged to be progressing at the rate that is expected.

In addition, if a pupil moves up a standard, suggesting that they have achieved more than expected between the two milestones; they have made better than expected progress. If they move down a standard, they have achieved less than was expected and have made less than expected progress.

#### ***Terminology used within Sonar and the assessment model at Hunslet Moor Primary***

Bands	Band (year group):								
Stages	<p><b>4 stages within each Year Band:</b></p> <table border="1" data-bbox="212 1196 1414 1944"> <tr> <td data-bbox="236 1205 544 1308" style="background-color: #f8d7da; text-align: center;"><b>Below</b></td> <td data-bbox="612 1205 1406 1391">These are pupils working below the age expected standard. They are not on track to achieve the expected standard. For example, their attainment may be affected by factors such as absence. They may be pupils for whom extra support through intervention strategies may be of benefit.</td> </tr> <tr> <td data-bbox="236 1400 544 1503" style="background-color: #fff3cd; text-align: center;"><b>Working Towards</b></td> <td data-bbox="612 1400 1406 1503">These are pupils working below the expected standard, require support to enable them to achieve learning to date, but are accessing the year group content.</td> </tr> <tr> <td data-bbox="236 1565 544 1668" style="background-color: #d4edda; text-align: center;"><b>Expected</b></td> <td data-bbox="612 1565 1406 1751">These are pupils who are securely at the age-related expectation at this point in time. An assessment here means the pupil is securely on track. If they continue to progress at the same rate they are very likely to achieve the expected standard at the end of the key stage.</td> </tr> <tr> <td data-bbox="236 1805 544 1908" style="background-color: #d1ecf1; text-align: center;"><b>Greater Depth</b></td> <td data-bbox="612 1805 1406 1908">These are pupils who are on track to achieve the higher standard at the end of the key stage. But they will only do so if their rate of progress is maintained.</td> </tr> </table> <p data-bbox="212 1977 1426 2085"><b>The National Curriculum stresses the importance of children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on to</b></p>	<b>Below</b>	These are pupils working below the age expected standard. They are not on track to achieve the expected standard. For example, their attainment may be affected by factors such as absence. They may be pupils for whom extra support through intervention strategies may be of benefit.	<b>Working Towards</b>	These are pupils working below the expected standard, require support to enable them to achieve learning to date, but are accessing the year group content.	<b>Expected</b>	These are pupils who are securely at the age-related expectation at this point in time. An assessment here means the pupil is securely on track. If they continue to progress at the same rate they are very likely to achieve the expected standard at the end of the key stage.	<b>Greater Depth</b>	These are pupils who are on track to achieve the higher standard at the end of the key stage. But they will only do so if their rate of progress is maintained.
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<b>Greater Depth</b>	These are pupils who are on track to achieve the higher standard at the end of the key stage. But they will only do so if their rate of progress is maintained.								

another year group band. Therefore a child will be classified as working at the Greater depth (GDS) stage before being assessed against the following year band statements.
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### 3.10 Assessment in the EYFS

As a school we recognise the importance of ensuring that we maximise the progress of all learners in our community and that this begins in our Early Years Foundation Stage.

Pupils joining the school will receive a baseline assessment early in the Autumn term following the DFE's Reception Baseline Assessment guidance. An in school baseline assessment also takes place to enable our EYFS teachers to identify any early development needs so that additional support can be put into place quickly.

Throughout the year, pupils will be assessed using the Early Years Statutory Framework. Children will be assessed across all 17 strands of the Early Years Curriculum at 3 points within the school year. These can be updated on our assessment system called Sonar.

As part of their everyday practice, practitioners build their knowledge of each child through their observations, interactions and every day activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

For each Early Learning Goal, teachers at Hunslet Moor Primary School decide whether a child's development is: Expected: at the level of development expected at the end of the EYFS or Working Towards: not yet at the level of development expected at the end of the EYFS.

To ensure that we make reliable and accurate assessment, we use observation and interaction to develop a thorough understanding of every child's abilities and progress. To form these judgements we use:

- 'Responsible pedagogy', enabling each child to demonstrate his/her learning and development fully;
- 'Embedded learning' on the part of the child, which is identified by assessing what a child can do consistently and independently;
- A holistic view of the child's learning and development; and
- Accurate assessments that take into account contributions from a range of perspectives, including those of the child, the parents and other relevant adults.

### 4. The role of target setting as part of our Assessment Cycle

The setting of targets for pupil attainment and progress forms an integral part of our school Assessment Cycle (see appendices) and is closely aligned to our assessment model. Initial target setting meetings take place early in the Autumn term as part of Pupil Progress meetings led by the Head Teacher and Assessment leader with every class teacher.

Pupil targets form a key part of the appraisal process for teaching staff and at Hunslet Moor Primary it is our shared expectation that **90% of pupils achieve their personalised target or make the expected progress** agreed at the start of the year.

As a school we acknowledge the importance of setting targets to ensure a focus on every child achieving their potential. We recognise that targets need to strike a balance between being aspirational, realistic and in line with national expectations. Target setting at Hunslet Moor Primary School therefore considers prior attainment, the potential of each individual pupil and also interventions that could be put in place to maximise progress.

### 5. The role of target setting as part of the Teacher Appraisal Cycle



The setting of targets for pupil attainment and progress form an integral part of the performance management of all teaching staff. Targets for the attainment and progress for individual pupils and the classes or cohorts for which teachers and leaders are responsible for are agreed at the first Pupil Progress meeting in the Autumn term. Appraisal meetings ensure that these targets are clear and also that professional development opportunities to meet these targets are identified and support put in place to help all staff achieve these targets.

### **5.1 Reviewing and updating target setting**

Throughout the year, individual pupil targets for progress and attainment are regularly reviewed as part of the assessment cycle. Half termly Pupil Progress meetings and Phase and Subject Reports ensure careful analysis of attainment and progress data from an individual to a whole school level. To ensure that expectations for progress and attainment are maintained, and to ensure recognition where pupils are making accelerated progress, individual pupil targets are evaluated, reviewed, and in consultation with the Head Teacher and Assessment leader, new targets are set where appropriate.

### **5 Pupil Progress Meetings and Phase Provision Maps**

As a school we ensure that the progress and attainment of all vulnerable groups is a key focus. Following regular (phase 3 assessment) in Writing and analysing termly PiXL assessments in Reading, GPS and Maths, teachers carefully use these outcomes (along with their own summative knowledge of what pupils have achieved) to track pupil progress on Sonar. This termly tracking of pupil data, alongside QLA reports from PiXL are used to assist teachers in their preparation for termly cohort Pupil Progress Meetings.

Within these meetings, teachers and leaders analyse pupil attainment, progress and review pupil targets, therefore enabling them to review the provision that is required to support individual pupils; ensuring that expected progress is made.

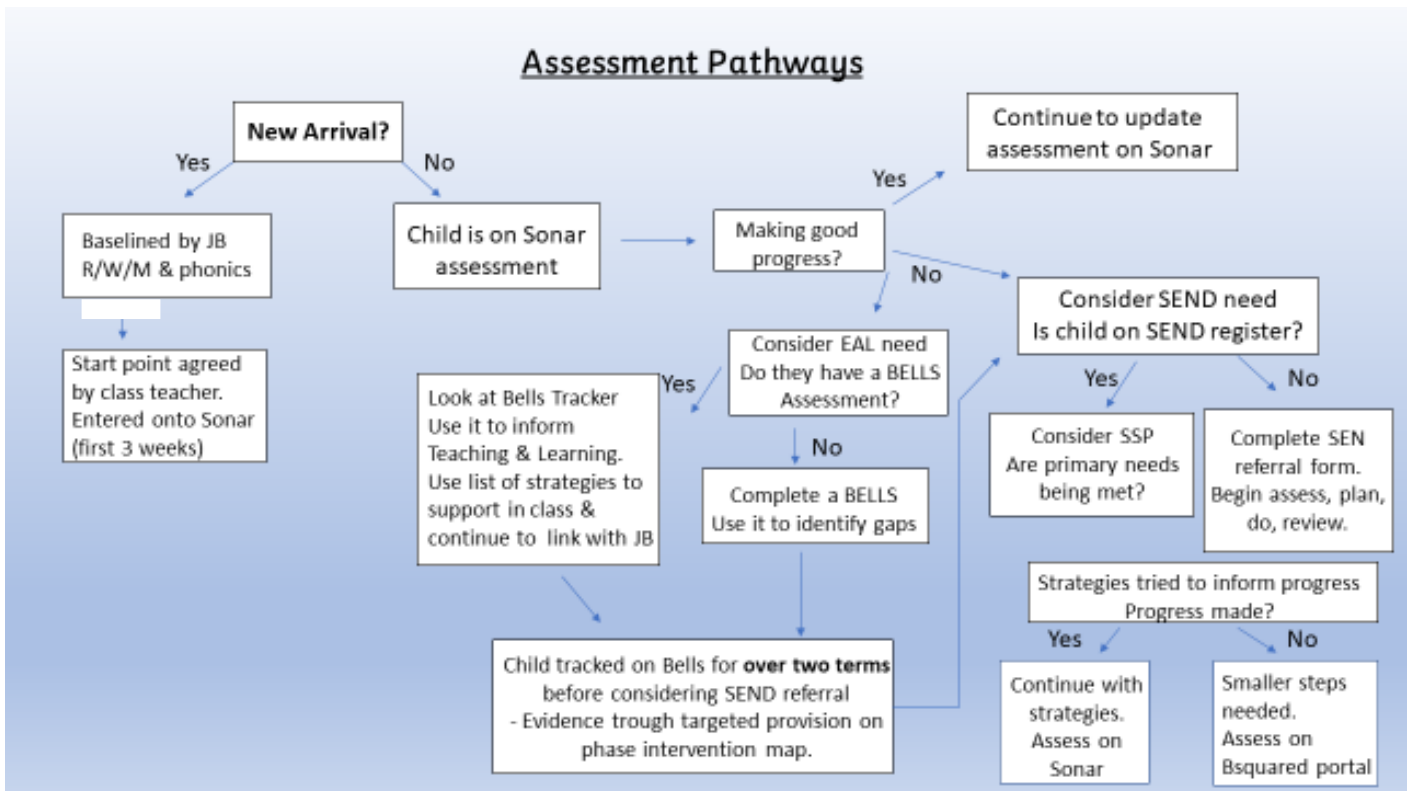
A detailed analysis of the cohort's progress and attainment enables the team to design a Phase Provision Map (led by Phase leaders and shared with all staff). This strategic overview of provision highlights specific pupils whose progress may be a concern, ensuring that the appropriate academic, pastoral or SEND support is put in place to support pupils to accelerate progress in their learning.

### **6 Phase and Subject Reports**

Termly assessment data across school enables the creation of phase and subject reports which carefully analyse attainment and progress across year, phase and subject groups. The progress and attainment of vulnerable learners is compared to that of cohorts to ensure that any gaps are closing and that all learners are making expected and above expected progress. These reports enable the development of subject and phase action plans to target any area that our assessment process has identified as requiring intervention.

### **7 Reporting to Parents/Carers**

Teachers must ensure that parents/carers are kept updated with the progress and attainment of their child; regular conversations at collection times, through parent consultation (2 x yearly) and in an annual End of Year Pupil Report. As a school, we always ensure that we follow annually updated national guidance on assessment and reporting arrangements. Attainment and progress of pupils, in addition to any statutory assessment outcomes, are shared and discussed with pupils and their parents/carers.



## Assessment Pathways – Hunslet Moor Primary School

# Assessment Cycle – Hunslet Moor Primary School



Effective **Assessment for Learning and Teaching** underpins every lesson

