



# Assessment and Moderation Policy

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## ASSESSMENT AND MODERATION POLICY

From September 2014, the Government introduced a New National Curriculum. The staff at Harrow Primary School have reviewed and adapted the Assessment curriculum in light of these changes.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B have been removed.
- Harrow Primary School will use a selection of assessment tools to assess what progress the children have made in the academic year.
- They will enter the assessment data using Target Tracker.

“As part of our reforms to the National Curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do.” (Department For Education Website)

This Assessment Policy reflects our duties to: eliminate discrimination, advance equality of opportunity and foster good relations.”

## INTRODUCTION

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Harrow Primary School we ensure that the targets set for pupils are both realistic and challenging.

We give our children regular feedback on their learning so that they understand what they have done well & what it is that they need to improve on. This enables our staff to base our lesson planning on a detailed knowledge of each pupil. We will provide parents regular reports on their child’s progress so that teachers, children and parents are all working together to ensure all children make the best possible progress.

## AIMS AND OBJECTIVES

Through the process of assessments we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements
- inform class teachers of progress to help form a sound basis for future planning
- help teachers to evaluate their own teaching & monitor curriculum coverage

## ASSESSMENT METHODS

### 1. SUMMATIVE AND DIAGNOSTIC TESTING

Children are assessed summatively 3 times a year to enable planning for progression and to show knowledge and achievement gained by a child. This is supported with the formative assessment the teacher conducts daily and record half termly on our assessment system, Target Tracker.

The tests undertaken are:

***Reading Pira, Maths Puma and Writing independently.***

In the DCSF document 'Assessing and Reporting arrangements Key Stage 2' all children in the final year of key stage 2 are assessed externally through the National Curriculum tests in Reading, Spelling, Punctuation and Grammar (S.P.A.G) and Mathematics. In addition teachers assess children in Writing.

### 2. FORMATIVE: OBSERVATION

The teacher develops observation techniques to support assessment. These are used daily to assess an individual or a small group against their stepping stones to success. The teacher plans observation criteria before commencing an activity.

Techniques may include:

- mark previous work and assess learning gaps and needs
- watching what the children do
- listening to what they say
- looking at what they produce
- questioning and interacting
- support expectations of future work by encouragement

### 3. FORMATIVE: PLANNING

Our school curriculum planning provides an overview of what is to be taught in each subject area over the year. This is used as a basis for long term planning and to highlight potential assessment opportunities throughout the year.

Our short term planning consists of detailed plans completed on a weekly basis. These include the learning objectives, content & skills to be taught & indicate differentiation plus any specific groups. Evaluation of weekly lessons & informal assessment of the children's progress is then used to inform future planning.

### 4. FORMATIVE: TARGET SETTING

Children have individual targets set for maths, reading and writing and one for general. These are taken from the new assessment framework year group targets for each subject. They are changed regularly to ensure children are making good progress.

#### 4. FORMATIVE: RECORDING

We recognise that records need to be useful, manageable and that not all types of assessment need to be formally recorded. We record that information which is useful in helping to determine a child's level of attainment in relation to the National Curriculum and show the progress they have made. Records are kept where they are useful in helping to inform future planning and move the children on.

We also record that information which is necessary to report to parents and provide them with a clear insight into their child's progress. Target Tracker compiles all the data and populates reports and data to show progress, attainment, age-related expectancy and all areas of assessment. Records are kept which show a child's progress through the year and are therefore useful to pass on to the next teacher at the end of each academic year.

Each child in KS2 has a blue assessment folder with the Reading, Writing and Maths statements for their year group. Children are encouraged to be familiar with those and once a statement is achieved, the child colours in a box – 'Ready, Steady and Go'. Once the child reaches 'Go', they have mastered the statement and achieved it with evidence found in their learning. KS1, have their work recorded in Target Tracker, to show evidence they have achieved a statement.

Results of assessment achieved in formal assessments are recorded as appropriate and records are kept in templates specific for the assessment completed.

#### REPORTING

We aim to keep parents fully informed of their child's progress and encourage them to contact school about any concerns or question they may have. The end of each school day both parents and teachers talk informally regarding various issues or simply to provide feedback on the child's achievements that day.

A half-termly overview of the curriculum to be covered for the period of 6-8 weeks is given to parents to encourage them to be involved in their child's learning. This is made available online as are weekly English & Maths objectives for each year group.

We hold a 'curriculum' evening to share the schools teaching and learning policy and how assessment works at Harrow primary. That is followed by a termly report, following on from the new assessment framework introduced in September 2014. Each child will receive a report highlighting the areas/ targets achieved throughout the term.

We will hold parents evening meetings twice a year to provide parents with an opportunity to look in detail at their child's work, to share any targets set for their child, to discuss their progress so far and highlight any concerns or areas for development. A parents evening meeting will then be scheduled at the end of the autumn term to discuss targets for children for the academic year.

The second parent meeting is used to review their child's achievements over the year, discuss their end of year report and share matters which the parents can address over the summer break. An end of year written report is provided to parents with comments for all subject areas. The report also identifies target areas, which the parents need to address at home with their child.

Reports for children in Year 6 also provide details of National Curriculum results achieved based upon both teacher and external assessments.

## FEEDBACK TO CHILDREN

We believe that feedback to children is essential to provide a means of celebrating success and motivation to improve.

Verbal feedback is given throughout the lessons and we ensure that written feedback is positive and meaningful to the child. This written feedback also needs to be informative to the teacher as a record of informal assessment and also provide a gauge of a child's progress to parents.

Feedback is given in relation to the learning objective and therefore provides the child with sense of success or what they need to do in order to improve. Children are allocated time to respond and comment on the marking in their books.

## MODERATION

Moderation of teachers' assessment judgements Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Our moderation processes include:

- Regular discussions about pupil's work in staff meetings
- Planned moderation of pupil's work. These will be timetabled meetings either within school or with our local cluster schools.
- The headteacher will choose, on the day of school moderation meetings, which pupils' work will be moderated.
- We recognise the importance of cross-curriculum moderation. For example, writing should be assessed across all areas of the curriculum – not just on the basis of written work in English.
- We will use cross-year group moderation to ensure consistency of assessment
- Other evidence should form part of moderation sessions such as photographs and videos.
- External moderation will be planned with other primary partnership schools to moderate the children's writing.

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## LINKED POLICIES

Teaching & Learning Policy

Moderation of Teaching & Learning Policy

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