



HARMONY
Primary School

Assessment Policy

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Table of Contents

1. Aims and Objectives	4
2. Principles of Assessment	4
3. Types of Assessment.....	4
3.1 Phonics Checks	4
3.2 Feedback to Children.....	4
3.3 Summative Assessment.....	5
3.4 Formative Assessment	6
4. Reporting to Parents.....	7
5. Implementation of Assessment Policy.....	8

1. Aims and Objectives

The objective of our assessment system is to improve pupils' development, progress and achievement.

Children's progress is closely monitored at Harmony Primary School in order that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

2. Principles of Assessment

Assessment at Harmony Primary School is used to produce a picture of personal development, academic progress and depth of learning. It is an on-going, diagnostic process involving children receiving and responding to feedback. It is used to identify what children can and can't yet do

and informs teachers of learning needs, enabling them to adapt plans to close gaps and deepen learning.

3. Types of Assessment

3.1 Phonics Checks

Phonics Checks are a continuing and ongoing process through year 1 and 2.

- Year 1 - all children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher.
- Year 2 - children in Year 2 who did not meet the required standard in Year 1 will participate in a phonics assessment each term. This assessment will be administered by a Year 1 teacher

3.2 Feedback to children

At Harmony Primary School we know that children are critical partners in the assessment process and we will ensure that they are effectively included. This is achieved a range of strategies see our feedback policy.

3.3 Summative Assessments

Teachers across the school assess regularly using our school tracking system, which is informed by a range of formative and summative assessment tools. Examples of these include:

- Math Mastery Assessments (Y1-6)
- Weekly spelling tests
- Weekly written reading comprehension tasks.
- Weekly times table testing in Key Stage 2
- Teachers' mark books

At Harmony Primary School, we assess against *performance indicators* to show how children are progressing towards end of year expectations; this is described as working below, working towards, secure and greater depth. 'Working Towards' may also mean that children are assessed against key performance outcomes from an earlier stage.

Progress may be defined as: catch-up, closing gaps, over-coming barriers and deepening understanding. As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm.

Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National and School curriculum.

At Harmony Primary School, progress is measured and monitored in the following ways:

- **Pupil Progress Meetings** - held 3 times a year, create notes about individual pupils/groups not reaching or moving beyond the expected standard, barriers to learning eg. Attendance, intervention, booster or "catch up" programmes.
- **Teacher Appraisal** - Pupil Progress Targets highlight key pupils who will be monitored closely from year start to end with strategies to accelerate and measure progress agreed (linked to PPMs).
- **Assessment Points** - Data Capture Form summarises achievement and identifies any cohort issues to be addressed.
- **Tracking Grids** - on going, formative assessment tracking sheets are used to capture progress within a performance indicator and aid next step planning. A four point system enables teachers to show the depth of children's learning.
- **Assessing against Key Performance Indicators** - specific KPIs have been identified as effective attainment measures and have agreed assessment criteria which is moderated.
- **Reading Records/Guided Reading logs** - formative assessments against key reading skills
- **Reading/Spelling Ages** - used to show progress for lower achievers.
- **Pupil's books** - book scrutiny monitoring reports will identify progress; pre-and - post assessments , writing journeys, and response to feedback are positive progress indicators

- **Curriculum Presentation/Assemblies** - our curriculum is planned to show progress through its clear structure (engage, develop, innovate and express), each unit providing key assessment outcomes across all areas of the curriculum.
- **End of Year Progress (class/year group/whole school)** - summarised as part of assessment point and teacher appraisal review meetings. Reports provided for governor monitoring.
- **Parent surveys and report reply slips** - governors monitor views of parents regarding pupil progress; parents provide written feedback following mid-year and end of year reports.
- **Arbor Education** – our MIS system, adopted August 2024, is used to compare end of year attainment and to monitor the achievement of groups of pupils.
- **CAT4 (Cognitive Abilities Test)** - Administered to assess students' cognitive abilities across verbal, non-verbal, quantitative, and spatial reasoning. This data supports the identification of pupils' potential and informs teaching strategies to better meet individual learning needs.
- **NGRT (New Group Reading Test)** - This standardised reading assessment measures pupils' reading comprehension, decoding, and vocabulary knowledge. Results provide insight into reading ability and help inform targeted intervention and support.
- **NGMT (New Group Mathematics Test)** - A standardised assessment that measures pupils' mathematical knowledge and skills. This data supports teachers in planning appropriate interventions and targeted support for mathematics learning.
- **Bell Assessments** - Bell assessments are specifically used annually to monitor and support the progress of EAL (English as an Additional Language) pupils, ensuring that targeted interventions can be implemented where necessary.

3.4 Formative Assessment

Formative assessment is a continuous process that provides real-time feedback to support and enhance pupil learning. It enables teachers to identify individual learning needs and make timely adjustments to their teaching strategies. Formative assessment at Harmony Primary School is done in the following ways:

- At the beginning of the lesson, explain the learning objective and success criteria. Referred to both during the lesson and in the plenary. Where appropriate, encourage pupils to judge the success of their work and that of their peers.
- Use time during lessons to listen to pupils and question them to assess their understanding, then respond accordingly giving encouragement or further clarification

(giving constructive comments on how work can be improved and specific praise is good practice);

- Use assessment information gathered by TAs
- Mark pupils' work to check understanding and diagnose misunderstandings; write comments in pupils' books following School Marking Policy.
- Annotate planning: include comments on children who have not reached or who have exceeded objectives (or were absent) and use the notes to adjust subsequent planning where necessary.
- Use as appropriate differentiated curricular Maths and English targets
- At least three periodic assessment judgments are made in Term 1, 2 and 3 for Reading, Writing and Maths.
- Reading: keep group/ individual record of reading as appropriate
- All other subjects: Use National Curriculum Standards to assess against and to monitor progress and add to classroom monitor.

4. Reporting to Parents

Formal Reports are written for all pupils three times a year. Parents are given feedback at the end of the Autumn Term, when Initial Reports are sent home. These indicate, for each subject, a Pupils approach to learning, their levels of attainment and progress, effort and behaviour.

Also, personal development is assessed. Form Teachers write a summary of their performance and attitude, giving advice about future development. Such information and subsequent progress can be taken up by parents and teachers at the Formal Parents Evening.

Final Reports are sent to parents at the end of the Summer Term, at the conclusion of the school year. Each teacher writes a full report of a pupil's work ethic (approach to learning), their attainment and progress in knowledge and skills in the subject, throughout the year.. The Headteacher reads each set of reports and writes his own reflection of the pupil's year.

5. Implementation of the Assessment Policy

All pupils are made aware of the curriculum objectives they are expected to achieve by the end of the year. Pupils are involved in self-assessing their learning, every lesson, and they are actively involved in the target setting process.

The assessment policy is implemented by teachers and teaching assistants through regular, purposeful assessments that are aligned with the curriculum and designed to support the learning needs of all students. Teachers are responsible for conducting formative assessments, providing timely feedback, and using Teaching assistants play a key role in supporting individual students during assessments, ensuring that all learners have the opportunity to demonstrate their understanding.

The effective implementation of the assessment policy is monitored by both Phase Leaders and the Headteacher. Phase Leaders regularly review assessment data, lesson plans, and feedback to ensure that assessments are being carried out consistently and effectively across all classes. The Headteacher oversees the overall impact of assessment practices on student progress, ensuring alignment with school-wide objectives

A copy of this Policy is available on our school website.