



Assessment Policy

What is the purpose of assessment?

At Dussindale Primary School, we believe that the purpose of assessment is to:

- enable teachers to plan their teaching to meet the learning needs of individual pupils effectively;
- enable children to be aware of their next steps, engage with their learning targets and participate in their learning with high self-esteem;
- enable school leaders to identify whole school pupil progress issues and to plan CPD accordingly;
- enable the SENCo to plan effective provision for all children with additional needs;
- enable us to make reliable judgements about how learners are performing related to national standards;
- enable parents to be involved with their child's learning journey.

Our philosophy

We believe that good progress is different for every pupil, and is a professional judgement, not a fixed number of steps or points. We do not use a reward system, as we aim to inspire children to celebrate success for intrinsic rather than extrinsic reasons in order to engender a lifelong love of learning.

What does assessment look like at this school?

Day-to-day formative assessment

As teachers work through a unit of work with their classes, they make continuous use of formative assessment by:

- setting clear objectives and success criteria for each lesson or topic and sharing them with the children;
- where appropriate, using the challenge approach (children choose their own level of challenge within a lesson's activities);
- evaluating children's responses to carefully targeted questioning;
- giving children meaningful feedback in their marking, including "next steps", so that children can respond and feel confident that they have improved their understanding;
- setting longer term targets for children and adjusting teaching or providing interventions as appropriate;
- celebrating success in order to maintain children's positive approach to learning challenges;

In-school (non-statutory) summative assessments

The school uses a variety of summative assessments which give a picture of a child's learning at particular points:

- Within the children's first six weeks at school, we use the EEXBA assessment to ascertain a child's development upon entry,
- In English, all children from Year 1 to Year 6 take the Single Word Spelling Test each year.

- Throughout the school from Year 1 to Year 6, children take half-termly progress tests in Reading, writing, maths and Spelling, punctuation and grammar. These tests inform teachers' planning and help to chart the progress of individuals, groups and cohorts towards Age Related Expectations (ARE) for the year.
- Teacher Assessments of termly progress are recorded on our tracking system, *Herts for Learning*, which measures children's progress towards ARE. This data is used by:
 - teachers to inform their class action plans;
 - subject leaders to monitor progress in their subjects;
 - the senior leadership team to identify whole school pupil progress issues and plan CPD accordingly;
 - to inform teacher appraisal.

External (statutory) summative assessments

- At the end of the Foundation Stage, children's development is assessed according to the EYFS Early Learning Goals.
- At the end of Year 1, children take the phonics check. Children who do not reach the required standard re-take the test in Year 2.
- At the end of Year 2, children take statutory tests in reading, writing, grammar, punctuation and spelling, and maths, although the final assessment is the teachers' judgement.
- At the end of Year 6, children take statutory tests in maths, reading, grammar, punctuation and spelling. Writing is assessed by teachers' judgement.