

Assessment at Heathfield Academy

Why do we assess at Heathfield Academy?

We assess children's learning so that we know what to teach them next. In order to be clear on what the children have successfully learnt so far and how to support them moving forward, we have developed a systematic approach to assessment.

Our curriculum is based on a 'Mastery Curriculum' and we therefore aim to ensure that all children achieve mastery within their age-appropriate curriculum (i.e. within the expected standard). Through carefully assessing the children's learning, it is our aim that all children fully meet National Curriculum expectations in all areas, whilst following a 'Mastery approach'.

How do we assess at Heathfield Academy?

There are 3 levels of assessment at Heathfield Academy:

I. Formative Assessment.

Formative assessment is an **ongoing** form of assessment designed to **identify gaps** in children's learning and to **inform the planning process**.

Teachers use a range of strategies in order to assess, feedback and move the children's learning on.

Questioning	Teachers use questioning during lessons to gauge the children's understanding of what is being taught. This is part of the whole class teaching or during smaller group work.
Verbal feedback	Teachers give verbal feedback during or immediately after the lesson, where appropriate, in order to move children's learning on. Maths intervention time is used to identify individual or groups of children who may not have fully understood a concept being taught during the lesson, ensuring the children are ready to move on in the next lesson.
Written feedback	Written feedback is given in English and the wider curriculum. Where teachers feel it is appropriate, next steps are written for the children to respond to before the start of the next lesson. Next steps are linked directly to the learning objective and give the children an opportunity to address a misconception or consolidate a concept before moving on to the next lesson. Marking of the children's work helps to identify any gaps and informs future planning.
Quizzes/independent pieces of work	Units of work are planned carefully in all subject areas. Focussed quizzes are used at the beginning and end of units of work to assess the children's knowledge and understanding. In English and the wider curriculum, the children complete independent pieces of writing to assess the concepts that have been taught during a unit of work. Outcomes are used to inform future planning. End of unit tests are used as part of the Mathematics Mastery curriculum and outcomes are used to plan future sequences of work.

2. Summative Assessment (Medium term assessment)

At the end of each half term, an assessment of children's progress takes place using our **assessment grids**. This is in the form of 'Teacher Assessments', where the teacher is making a judgement based on consistency of work in lessons and, at times, a test. In terms of 'formal testing', to benchmark our work with other schools across STEP Academy Trust and nationally, we use PUMA and PIRA papers.

When assessing children's work, we use the following principles:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

3. Summative Assessment (Long-term assessment)

During the Summer term each year, pupils in Year 2 take part in the Standard Assessment Tests and Tasks (SATs) in reading, writing, spelling, punctuation and grammar (SPAG), and maths. In Year 6, pupils will take part in the Standard Assessment Tests in reading, maths and spelling, punctuation and grammar (SPAG). In Year 1, children complete a Phonics Screening Check. Children in Reception are assessed against areas of the curriculum using Foundation Stage Profiles.

Assessment in Early Years.

Children in Reception are assessed, half-termly, against all the areas of the curriculum using EYFS Profile Assessments.

For the Early Learning Goals in the EYFS Profile at the end of Reception, children will be assessed as either "Emerging", i.e. still at 40-60 months or below, or "Expected" if they have achieved the ELG, or "Exceeding" if they are working beyond that level.

Parents and carers are involved in our assessment of the EYFS curriculum and feedback is regularly sought from them to build a 'complete' picture of the child's learning, both at school and at home.

Profiles from previous settings are also used to inform our teaching.

(See [EYFS Assessment rationale document](#))

Assessment and tracking in KS1 and KS2.

For Reading, Writing and Mathematics, we 'track' our children's progress half-termly using a 'Beginning, Developing, Secure' model. We expect children to be Beginning at the end of the Autumn Term, Developing by the end of the Spring Term, and Secure by the end of the Summer Term. (Please see [KS1 Half Termly Assessment Expectations](#)).

This is what it looks like:

	By the end of the Autumn Term	By the end of the Spring Term	By the end of the Summer Term
Year 1	B1/B1+	D1/D1+	S1
Year 2	B2/B2+	D2/D2+	S2

It is our aim at Heathfield Academy to close any gaps between groups and for as many of our children to be working at the 'expected standard' or at 'greater depth within the expected standard' by the end of each

academic year. In order to be working at greater depth within an area, the children will be achieving the following:

	Greater depth in the Autumn Term	Greater depth in the Spring Term	Greater depth in the Summer Term
Year 1	D1	S1	S1+
Year 2	D2	S2	S2+

For the children to be working at greater depth at the end of the summer term, they need to be secure in at least 90% of the objectives. This will be combined with the quality of evidence in books and folders and talking to the children before making a final judgement.

All assessments feed into **STEP UP pupil progress meetings** between teachers and SLT and dictate the actions and support required for individual children to further close any gaps.

How do we monitor assessments at Heathfield Academy?

STEP UP Progress meetings – meetings take place every half term between class teachers and SLT, including the SENDCo. Assessment grids are moderated and next step planning discussions take place. Interventions for individual and groups of children are agreed and put in place. Discussions around disadvantaged groups form a key part of the meetings.

Academy moderation – learning walks, book looks and discussions with children form part of our internal moderation procedures.

STEP moderation – Ongoing moderation between STEP schools ensures there is consistency in our assessments across the trust. Teachers in EYFS, Year 1 and Year 2 meet regularly to moderate reading, writing, maths and science. KSI moderators check the judgements of Year 2 teachers in preparation for end of KSI assessments.

Local school moderation – EYFS, Year 1 and Year 2 teachers attend moderation sessions with 7 other local schools.

LA moderation – EYFS and Year 2 teachers attend LA moderation sessions.

Our EYFS leader and a Year 2 teacher are both experienced local authority moderators