

# Assessment Guidance

Where education is more than what you know,  
it's who you can become...

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**HUJJAT  
PRIMARY  
SCHOOL**

## VISION

To be an outstanding, happy and inclusive school that cultivates our relationship with God through the conduct and teachings of Prophet Muhammad (Peace be upon him). A place where children can indulge their intellectual curiosity, develop a love for learning, and build the foundations to become ethical, responsible and inspirational members of society.

## MISSION

- We will facilitate the well-being and growth of every child's mind, body and character through:
- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express themselves and make informed choices;
- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.
- This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.

## VALUES

- Integrity
- Respect
- Compassion
- Excellence
- Service
- Gratitude

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## ASSESSMENT FOR LEARNING

Assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity. It is a measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning,

Assessment lies at the heart of the process of promoting children's learning and should be robust, manageable and relevant.

- It provides a framework within which educational objectives may be set and children's progress expressed and monitored.
- This is done in partnership with the children.
- Assessment is built into teaching strategies in order to diagnose any problems and track progress.
- It enables the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments.
- Hujjat School, in line with the new Ofsted Expectations will ensure Assessment is used effectively and efficiently without adding unnecessary workload on teachers.

## PRINCIPLES

Our aim is to:

- Monitor progress and support learning;
- Recognise the achievements of pupils;
- Guide future planning, teaching and curriculum development;
- Inform parents/carers and the Leadership Team of pupil achievement;
- Provide information to ensure continuity when the pupil changes school or year group;
- Comply with statutory requirements.

## DAY TO DAY ONGOING ASSESSMENT

Teachers will:

- Discuss the Learning Intention of each lesson with the pupils so that children will fully understand the purpose of the lesson;
- At the end of the lesson children are supported to assess their progress and discuss what they have achieved;
- Observe, ask questions, work with groups or individuals during the lessons;
- When possible mark the children's work alongside the pupils so that marking becomes a dialogue.
- Where appropriate pupils may be assessed against national standards in order to record progress and predict future achievement and attainment.

# NATIONAL STANDARDISED SUMMATIVE ASSESSMENT

## YEAR 1 PHONICS SCREENING TEST

This test is administered internally. These results are then reported to the local authority and to parents/carers.

## NATIONAL KEY STAGE ONE ASSESSMENTS

At the end of Year 2, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level;
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level;
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level;
- Science – working at the expected standard.

The pupils will also sit tests consisting of:

- English Reading Paper 1 – combined reading prompt and answer booklet;
- English Reading Paper 2 – reading booklet and reading answer booklet;
- English Grammar, Punctuation and Spelling Paper 1 – Spelling (optional);
- English Grammar, Punctuation and Spelling Paper 2 – Questions (optional);
- Mathematics Paper 1 – Arithmetic;
- Mathematics Paper 2 – Reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

## MTC TESTS

The National Curriculum specifies that pupils should be taught to recall the Multiplication Tables up to and including 12 x 12 by the end of Year 4.

The purpose of MTC is to determine whether pupils can recall their times tables fluently which is essential for future success in Mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools are given a 3 week window to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or whole classes at the same time.

## **NATIONAL KEY STAGE TWO ASSESSMENTS**

### **TEACHER ASSESSMENTS**

At the end of year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit tests consisting of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 – spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

These will be carried out in the classroom in the second week in May and the children will receive a standardised score where 100 is the expected attainment and 110 is working at greater depth.

### **MARKING**

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Marking ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning.

### **END OF KEY STAGE ASSESSMENTS**

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's achievement against the requirements of the new National Curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and they become accustomed to the process. Teachers use the results from this work and the information gathered from lessons to assess progress. They will determine whether children are working at, below or above the expected standard for the end of the Key Stage. The year group teachers concerned make these judgements, with advice from the Senior Leadership Team. Teacher Assessments at KS1 & 2 are sometimes moderated

by the Local Authority. Internal moderation is used to validate teacher assessment across the school and takes place on a regular basis.

## **ACCURACY AND CONSISTENCY**

Moderation is necessary to ensure the accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Meetings are arranged for teachers to compare judgements and agree standards. Hujjat Primary will also moderate with other local schools to ensure that our judgements are accurate and consistent.

Staff training will be arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training for subjects to ensure they stay abreast of good practice. Feedback from this training is shared with other staff so that we continue to develop and improve our practice.

## **CURRICULUM LINKS**

Assessment is an integral part of curriculum delivery at Hujjat School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

## **MONITORING**

The SLT monitor class on-line assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency of approach and judgements across the school. If required, staff meetings are held to discuss and review the procedures in the assessment policy.

## **REPORTING**

- Teachers will meet with Senior Leaders at least once a term to discuss pupil progress;
- Teachers will discuss ways of removing barriers to learning, children not making Age Related Progress and whether any additional support is required;
- Teachers will meet with parents/carers individually in the Autumn Term and the Spring Term to discuss progress and targets for future learning;
- At the end of the School Year parents/carers are provided with a written report on the progress their children have made, their attitude to learning e.g. effort and presentation and their attendance rate for the Academic Year.

## ASSESSMENT SOFTWARE

Insight and in EYFS Tapestry

### APPENDIX 1

NAHT Underpinning principles for assessment

1. Assessment is at the heart of teaching and learning
  - a. Assessment provides evidence to guide teaching and learning
  - b. Assessment provides the opportunity to students to demonstrate and review their progress
2. Assessment is fair
  - a. Assessment is inclusive of all abilities
  - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
3. Assessment is honest
  - a. Assessment outcomes are used in ways that minimise undesirable effects;
  - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning;
  - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy
4. Assessment is ambitious
  - a. Assessment places achievement in context against nationally standardised criteria and expected standards;
  - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child:
  - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate
  - a. The purpose of any assessment process should be clearly stated;
  - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information);
  - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement;
  - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents/carers and teachers to plan future learning.
6. Assessment is consistent
  - a. Judgments are formed according to common principle;
  - b. The results are readily understandable by third parties;
  - c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
  - a. pupils in developing their learning;
  - b. parents/carers in supporting children with their learning;
  - c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
  - d. school leaders and Trustees in planning and allocating resources;
  - e. government and government agencies.

**Assessment feedback should inspire greater effort and belief that, through hard work practice, inclusion and adaptation more can be achieved.**