

Reviewed and updated February 2020

RATIONALE AND SUCCESS CRITERIA

Good assessment makes:

- An *accurate* assessment – knowing what the standards are, judging pupils' work correctly, and making accurate assessments linked to agreed performance descriptors
- A *fair* assessment – knowing the methods used are valid;
- A *reliable* assessment – ensuring that judgments are consistent and based on a range of evidence including professional judgment.
- A *useful* assessment – identifying barriers to pupil progress and using that information to plan and discuss the next steps in learning.
- A *focused* assessment – identifying areas of a child's learning where there are blocks to progression, which might, for example, benefit from the attention of one-to-one tuition; for *continuity* of assessment, enabling better transfer between years and schools.

We will know we are successful if:

- Pupils are fully aware of their achievements and next steps for learning.
- Teaching staff feel equipped to make well-founded judgements about pupils' attainment, understand the concepts and principles of progression, and know how to use their assessment judgements
- We have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.
- Every parent and carer knows how their child is doing, knows what they need to do to improve, and how they can support the child and their teachers.



STATEMENT OF INTENT

The policy should:

- a) Provide a common understanding, amongst teachers, of the standards of the partnership using agreed terminology and criteria and thus support consistent judgements about individual performance.
- b) Support formative assessment.
- c) Build a picture of a child's assessment journey which will reflect attainment and achievements within the curriculum and provide a record to support progress through each school and phase of education.
- d) Support partnership performance descriptors from the National Curriculum programme of study and age related expectations (ARE).
- e) Ensure that information that is passed on to teachers and to parents about a child's achievements is accurate and informative .
- f) Support the analysis of achievements throughout school career to raise standards and to help ensure that the partnership is providing children with a high quality education.



Below expected standard	Working towards expected standard	Working at the expected standard	Working at greater depth within expected standard
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HEXHAM PARTNERSHIP AGREED PERFORMANCE DESCRIPTORS AND CRITERIA

FORMATIVE ASSESSMENT

Each school will have its own system and policy in place but will share the common partnership terms and criteria to ensure partnership parity which relate to performance descriptors.

SUMMATIVE ASSESSMENT

Each school will have its own system in place but will share the common terms and criteria from partnership performance descriptors relating to the National Curriculum programme of study (POS) and age related expectations (ARE) in order to ensure partnership parity.

Both forms of assessment will be supported by partnership moderation meetings throughout the year which will initially cover English and maths across the curriculum. Other subjects should be assessed using the same terms and definitions and moderation opportunities may be possible in the future. All schools should hold in house moderation sessions and there will be mini-partnership moderations as appropriate. It is important that work to be used for assessment purposes is in normal books and should include work demonstrated as unaided, unsupported, and independent; i.e. not guided, scaffolded or with success criteria provided. Cross curricular application of maths and English skills is particularly useful.



STATUTORY ASSESSMENTS

Reception	Y1	Y2	Y4	Y6	Y11	Y13
End of EYFS	Phonic Screening	SATs	Multiplication Test	SATs	GCSE	A Level
June	June	May	June	May	May/June	June



PARTNERSHIP MODERATION TIMETABLE

	Year group		Curricular area	Statutory	Notes
Term 1	EYFS	2 nd half term	Working group agrees agendas i.e. EYFS profiles, what does GLD look like?		There is an expectation that each mini-partnership holds further moderation sessions at least once a school year in an appropriate curricular area or for a specific age group.
	Y2	2 nd half term	Reading		
	Y4/Y5	2 nd half term	Reading		
Term 2	EYFS	2 nd half term	Working group agrees agendas i.e. EYFS profiles, what does GLD look like?		
	Y2	2 nd half term	Mathematics		
	Y4/Y5	2 nd half term	Mathematics		
Term 3	EYFS	2 nd half term	Working group agrees agendas i.e. EYFS profiles, what does GLD look like?	Moderation of Profiles	
	Y2	2 nd half term	Writing		
	Y4/Y5	2 nd half term	Writing		
	Y6	2 nd half term		LA KS2 Writing standardisation	
	Y8		Foundation Subjects – science, French, art, computing, history, geography, DT and music		



GUIDELINES FOR MODERATION

Year 2 and year 4/5 as well as EYFS meetings take place termly and whenever possible are led by current county moderators from key stage 1 and 2 who have the appropriate expertise and a breadth of experience across the first and middle school age range. Year 8 meetings will be led by appropriate subject specialists.

Teaching staff are to bring along evidence and assessment to share and compare with colleagues and moderators. Agreed achievement as meets the performance descriptors and criteria will be fed back to the teachers to take back to their own school.

The aim is to encourage dialogue between different schools and year groups for professional development opportunities. Teachers should share work and supporting evidence and suggested performance descriptors should be on front of evidence submitted on a post-it note or similar. Performance descriptors agreed or altered will be recorded for the benefit of the submitting teacher and school. Moderators can provide support in coming to an agreement.

EVIDENCE TO BE BROUGHT TO THE MEETING

Teachers will bring work and evidence from 15% of cohort demonstrating full range of ability. If cohort is small teachers should bring 3 (if possible) children's work and supporting evidence across the ability range. It is important that work to be used for assessment purposes is in normal books and should include work demonstrated as unaided, unsupported, and independent; i.e. not guided, scaffolded or with success criteria provided. Cross curricular application of maths and English skills is particularly useful.

Supporting evidence includes:

- Children's work must include independent work in normal workbooks across the curriculum
- Assessment records, using agreed partnership terminology, definitions and criteria
- Teachers planning annotated
- Tracking
- Targets
- Observation notes
- Photos
- Summative class and school based assessments



WEBSITE, STANDARDS and TEACHER ASSESSMENT

Standards files to exemplify standards relating to the performance descriptors can be kept by individual schools. However, the Hexham Partnership has a comprehensive website which has exemplars from the Partnership moderation meetings as well as other relevant information.

Partnership website: www.hexhampartnership.weebly.com

TRANSITION

Year 4/5

A moderation meeting will be held in June to ensure parity before transfer to middle school.

Y8/9

A moderation meeting will be held in June/July to ensure parity before transfer to high school.

REPORTING TO PARENTS

All partnership schools to use the same performance descriptors and criteria when reporting to parents to ensure parity across all schools ensuring progression is clearly mapped across schools. (See chart on page 4)

Each school sends written annual reports to parents annually in line with the current statutory regulations.

**Hexham Partnership Assessment Group
February 2020**

