QRA
Assessment Policy & Practice

EDUCATE. EMPOWER. INSPIRE.

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1	Original	Sept 2023
2	Rebranded & reviewed	July 2024
3	Adopted by QRA on transfer to HCAT	August 2025

QRA Assessment Policy & Practice

At Queens Road Academy we believe that accurate assessment and recording are a crucial part of the learning and teaching process. Assessment is used to enhance learning and to give a clear picture of progress and attainment. It enables the teaching staff and pupils to reflect on what the children are achieving and inform future planning.

Central to our ethos must be the improvement of the quality of teaching and learning to ensure that all pupils fulfil their full potential at Queens road Academy. Assessment for Learning is at the core of lessons and ensures that children and staff are reflecting on learning and aware of next steps in the learning sequence.

Assessment principles

- To provide information to progress learning
- To provide effective oral and written feedback to children
- To inform all stakeholders in the progress of individuals, groups, cohorts and key stages
- To provide a positive learning ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence
- To enable teachers to identify pupils' strengths and next steps, and plan for personalised learning

HCAT Assessment and Tracking

HCAT has developed the HCAT system to monitor, track and target set for attainment and progress for all pupils in Y1-6 for core subjects. Children working at the ***national standard*** are expected to be working within their curriculum year.

Assessment Levels: Pupils will be assessed using trackers for core subjects, with levels of PKS, BLW, WTS, EXS or GDS. For those on the SEND register, who are showing slowed progress, assessments will be conducted using Bsquared, focusing on small steps of progress.

Pupil Group	Curriculum Access	Assessment Tool	Assessment Levels
Pupils working above Age-Related Expectations (GDS)	Access Year Group Curriculum or above (e.g., Year 5 for Y4)	Trackers	GDS (Greater Depth Standard)
Pupils working at Age-Related Expectations (ARE)	Access Year Group Curriculum (e.g., Year 4 for Y4)	Trackers	EXS (Expected Standard)
Pupils working Below Chronological Age	Curriculum from a year group below their age	Trackers	See table below
SEND Pupils Making Small Steps of Progress	Access Year Group Curriculum (if appropriate)	Bsquared	P1-3**This will be recorded on Arbor as either as BLW or PKS
Pupils Below Year 1 Curriculum	Early Literacy and/or Early Maths Curriculum	Bsquared	P1-3**This will be recorded on Arbor as either as BLW or PKS
SEND Pupils in Year 2-Year 6 with Below Year 1 Access	Early Literacy and/or Early Maths Curriculum	Bsquared	P1-3**This will be recorded on Arbor as either as BLW or PKS

Pupils with EHCP Significantly Below Age Expectations	Early Developmental Curriculum	Early Developmental Progress Toolkit	Pre Step 1-16 with correlating age band

Expectations for progress and attainment

Pupils are expected to be working within their curriculum year, with a view to becoming ***secure*** by the end of the year. Pupils who are not on track to achieve age related expectation within their year group will be identified, with appropriate **support** provided to ensure they *narrow the gap* with their peers. All pupils should make at least 1 year group's progress per year. In line with Government policy, HCAT's curriculum and the HCAT assessment system place an emphasis on **deepening**, **mastery** and **breadth** within the curriculum year as opposed to quickly moving through levels. Pupils will be encouraged to apply their knowledge and skills to a variety of contexts using a range of **problem solving** and **reasoning** skills.

GDS	In exceptional circumstances GDS may be working on the next year group.
EXS	Pupils working with in the grade boundaries for their year group.
WTS	• WTS pupils may be working at WTS on their year group tracker with in the WTS grade boundary. • Or they may be working on the tracker from the previous academic year. · The WTS judgment will depend on the time of the academic year as a BLW judgment may also be considered, this should be discussed with a Senior leader.
BLW	• Pupils working more than one year below their academic year may be recorded on Arbour as BLW. • They will pupils be assessed on a tracker relevant to their current ability. • As with WTS judgments, the time in academic year needs to be considered, this should be discussed with a Senior leader. Pupils assessed as working BLW will be moderated. · On Provision map their year group level would also need to be record for example (Y1 WTS).
PKS- end of Key Stage Judgement	• When in Year 2 or Year 6 and the pupil is working in the key stage below.

Inclusion, SEND and more able

Queens Road Academy is **committed** to inclusion and ensuring that all pupils fulfil their **potential**. For pupils identified with SEND and vulnerable groups, personalised curriculum plans, SEND support plans and P levels are used in school to help monitor and track **smaller** steps in **learning**. More able pupils will be **challenged** to **master** their curriculum year in **depth** for all subjects. Pupils can move beyond their curriculum year and the school has a Key Stage 3 assessment tracker for the most able pupils in upper KS2.

Assessment for learning (AFL) and assessment of learning (AOL)

Queens Road Academy has a dynamic system that utilises both **formative** and **summative** methods of assessment in order to triangulate attainment and progress. This ensures that pupils and staff are aware of next steps in learning on daily basis and that the learning sequence is constantly adapted to meet the needs of our learners. In addition, at termly ***assessment collection points***, pupils' attainment and progress is collated and performance is analysed to ensure that pupils continue to fulfil their potential. At Queens Road Academy, we believe that assessment is part of the learning sequence and teachers therefore regularly plan for opportunities to assess learning.

Marking and feedback

Feedback (both written and oral) is an integral part of the learning sequence at Queens Road Academy. 'Learning conversations' ensure that pupils and staff have time to feedback and respond both orally and in writing. Please see separate **Marking and Feedback Policy** for further details. Staff will utilise a range of evidence, including observation, written work and formal assessment in order to triangulate a teacher judgements.

Core subjects

The school had adopted the *HCAT, Year on a Page,* and *Gather, Skills, Apply* approach in order to plan learning sequences in core subjects. Staff use **HCAT trackers** in order to monitor, track and assess pupils in reading, writing, GPS and mathematics.

- In reading, writing, and maths, **HCAT trackers** are used by both staff and pupils to evaluate learning outcomes and plan for next steps in the learning sequence.
- **Trackers** are shared with pupils in books and folders to in order to discuss progress and next steps in learning.
- Teachers will highlight statements in trackers when they judge that a pupil is **secure** in that skill.
- During biannual **Assessment Collection Points**, staff will make summative judgements about progress and attainment by collating and recording the number of statements highlighted, which in turn, will equate to a level (emerging, developing or secure for the Year group as outlined in the table above).
- Staff will use will use a range of **bespoke assessments** to support teacher judgements and ensure that learning is embedded and can be applied independently. Pupils' assessments will be collated in individual portfolios for reading, writing and mathematics (See separate English and Mathematics Policy and Practice documents).
- **Data** will be **analysed** by teaching staff termly to ensure that the cohort, vulnerable groups and individual pupils are making expected or better than expected progress.
- A sample of work will be **moderated** to ensure accuracy of outcomes throughout school and share best practice.
- **Pupil Progress Meetings** with Year group teams and a member of the SLT will secure accountability for attainment and progress and ensure that interventions are in place so that any pupils not on track can 'narrow the gap' with their peers. Half termly reviews will re-evaluate the impact of interventions for those pupils not on track.

Foundation subjects

The school had adopted the HCAT *Curriculum* to plan, implement and assess foundation subjects across school. In school staff use *Insight* tracking software to monitor, track and assess pupils in foundation subjects and science.

- **Arbor** is used by staff to **formatively** assess pupils against foundation subjects' assessment criteria
- Subject leads will **analyse** cohort data to ensure that curriculum coverage and assessments are in line with **expectations** for the year group.

Moderation

Queens Road Academy continues to value the importance of moderation to ensure accuracy of assessment. To this end, the school will:

- Provide **CPD** to ensure that staff are aware of age-related expectations for core and foundation subjects.
- Hold **moderation challenge meetings**, at assessment points, with year group teams and a member of SLT to moderation a **sample** of work from core subjects.

- Develop **external links** through the MAT to ensure that year group teams have access to moderation meetings beyond school.

Foundation stage

Our assessment system is the key to ensure the provision in the EYFS is of a high quality and appropriate for all children. Practitioners observe children to understand their level of achievement, interests and learning styles and then shape learning experiences considering these observations.

To ensure that we have evidence of a child's progress and can effectively plan next steps, we use a range of strategies and tools including anecdotal notes, photographs and detailed observations to build a complete picture of achievement. This information is summarised on each child's Learning Journey via the Seesaw online system. Parents and carers are invited to share and contribute to these learning journeys on a regular basis.

Reception Baseline Assessment (RBA)

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

Teacher judged baseline assessment

As each child enters our EYFS setting observational evidence is collected and uploaded onto children's Learning Journeys. This observational evidence is used alongside the Development Matters document to determine each child's developmental starting point. Practitioners use professional judgment to assess the age band in which children are working, at an emerging, developing or secure level across the EYFS 17 areas of learning which will be reported as their baseline assessment.

All children entering FS1 will have a baseline reported within 4 weeks of starting to ensure sufficient observational evidence is collected. Baseline observations will focus on the Prime areas of learning as well as Literacy and Maths. Any areas of learning which haven't been observed during initial weeks will be base lined using professional judgment and a best fit model.

If children have attended our FS1 setting and enter our FS2 in September their baseline assessment will be their reported end of FS1 level. For those children entering our FS2 setting from external providers their learning journeys from previous settings will be used alongside observations collected within our setting to inform professional judgements to form their baseline assessment. All children entering FS2 will have a baseline reported within 4 weeks of starting to ensure sufficient observational evidence is collected. Baseline observations will focus on the Prime areas of learning as well as Literacy and Maths. Any areas of learning which haven't been observed during initial weeks will be base lined using professional judgment and a best fit model.

Age Related Expectations for Foundation Stage are:

	Baseline	Assessment point 1	Assessment point 2
FS1	0-3 Secure	3-4 Emerging	3-4 Secure
FS2	3-4 Secure	4-5 Developing	ELG Developing

For those children starting FS1 in January and remaining in FS1 for 5 terms:

	Baseline January/March	Summer
FS1 (5 Term cohort)	0-3 Developing	0-3 Secure

There will be no formal assessment point to record attainment during the spring term to allow children time to settle in. Learning journeys will be kept up to date with a reflection of the children's current attainment shown through observations. The formal assessment point for this group will be within 6 weeks of starting for their baseline assessment and then in summer term at which point attainment and progress will be reported on. The reported level for Summer 2 will be used as the children's baseline in the following September.

Assessment at the end of EYFS

The EYFS profile is completed for each child by the end of June in the FS2 year. The profile provides information about each child's knowledge, understanding, abilities against expected levels and readiness for Year 1. This assessment is completed against the criteria set out in the Early Learning Goals using the exemplification provided by DFE. Practitioners assess whether a child has yet met the expected level (expected) or not (emerging). Profiles are completed for all pupils, including those with special educational needs and disabilities although reasonable adjustments are made as necessary.

Results from the profile are shared with parents/carers who are provided with an opportunity to discuss the outcomes. Profiles and additional commentary on characteristics of effective learning are shared with Year 1 teachers to inform planning and preparation for entry to KS1.

Outcomes from the EYFS profile are reported to the local authority who then has a duty to return this data to the relevant Government department. The local authority no longer conducts moderation of the profiles however at HCPS we moderate judgements regularly between class teachers within HCAT and other schools in the locality to ensure rigor and consistency in judgements.