

# **Assessment Policy**

**Updated March 2021**

**Review Date: March 2022**



# **Foljambe Primary School**

## Purpose

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at Foljambe Primary School and will ensure that assessment practice in school adheres to the DFE Assessment Principles 2014 (Appendix 1) as well as our vision and values.

This policy works alongside the School's Curriculum Statement.

**Status:** Statutory

## The purpose of assessment

We assess so that:

- Teachers can assess what children know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are falling behind and therefore plan support to address their needs.
- We can identify children exceeding their age related expectations and therefore plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

## What does assessment at Foljambe Primary School look like?

Assessment at Foljambe Primary follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. If children are bored and disengaged, they will not demonstrate what they know, understand and can do in their work. Assessment should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning.

In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age as set out in the Primary Curriculum. This is organised into yearly age related expectations.

The following demonstrates the regularity and different forms of assessment which take place in school:

<b>SUMMATIVE</b> Each term teachers make a summative judgement on each child, using work scrutiny, planning and tests to form their judgement	TERMLY/ANNUALLY
<b>PUPIL/ TEACHER INTERVIEWS PARENT TEACHER INTERVIEWS</b> We believe that children and parents need to be part of the progress journey, therefore place great importance on sharing and discussing assessment outcomes. It also provides an opportunity for the teachers to give some face to face advice to the children about their learning based upon progress so far.	TERMLY
<b>FORMATIVE</b> The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback policy.	DAILY

At Foljambe Primary, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.	
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Pupil progress meetings between class teachers and members of the Senior Leadership Team happen once each term (half termly for vulnerable pupils). These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate. Scrutiny of pupils' work and planning allows analysis of pitch and skills taught, and is fed back to staff as part of triangulation of monitoring.

Summative decisions are made about children's achievement at the end of each term and annually. These decisions are based upon bodies of the children's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. The school currently uses Head Start termly tests, as adopted by Wickersley Partnership Trust, along with samples of National Tests. Whole-school assessments take place to ensure consistency of assessment across the school and Trust. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate.

The assessment of non core subjects is recorded through staff's planning and teachers are able to identify if there is discrepancy between different groups.

### **Communicating with Parents about Learning and Assessment**

Parents are kept up to date with their children's progress during parent assemblies, open house sessions and consultation evenings where children's work, achievements and next steps are discussed. Children are invited to attend these meetings. An individual target given for Reading, Writing and Maths is shared with them on a termly basis. Parents receive a termly report which informs of progress over the year as well as tracking individual targets. In the summer term, more information is given which details the children's achievements in all curriculum areas, where they receive a more in-depth written report.

### **Children working outside of their Age Related Expectations**

Some children may be significantly below their age related expectations because of their SEND. For such pupils it is important to assess their learning using a wider range of tools. This may be different for every child but could include assessment information regarding their spelling or reading age. As with all children, pupils with SEND should be set targets that reflect their individual needs. They have an individual Learning Support Plan (LSP) which details specific targets for them to work towards. Children with SEND can also be assessed in regard to their progress within particular learning interventions that take place across the school.

**There are two types of assessment that feature dominantly in the EYFS:**

### **(a) Formative Assessment**

Ongoing formative assessment is at the heart of the EYFS. It is crucial to ensuring that planning for progression is accurate and individually tailored to the needs of the child.

Formative assessment involves:

Observational Assessment – watching, listening and noting what children say and do as they play together, interact with adults and engage in everyday activities and experiences. Observational assessment is the key to understanding what children really know and can do, and it is the most reliable way of building up an accurate picture of a child's development and learning.

The types of observational assessment to be undertaken by key workers and other adults in the unit should include a balance of:

- Photographs / videos taken and stored on the iPad & dated/annotated where appropriate
- Sticky label notes
- Short observations/ Planned observations / Focus group observations

Assessment – the key worker must match observations to the statements contained in the 'EYFS Learning & Development Assessment Booklet' (derived from 'Development Matters' 2012) in order to identify where each child is in relation to their own developmental pathways.

Planning – consideration is given as to how to plan for each child to progress along their developmental pathways. Sections headed 'Positive Relationships' and 'Enabling Environments' within 'Development Matters' contain examples of what practitioners could do to support learning (if required).

Next step for all children – the assessment process should be used to plan for progression. This can take place through adult or child initiated activities.

### **(b) Summative Assessment**

At Foljambe Primary School, EYFS practitioners make a summative assessment of children on a half termly basis. Every child is continuously tracked using the 'EYFS Learning & Development Assessment Booklet' which is informed via the continuous assessment process described above. This booklet is then used by the practitioner to make a summative 'best fit' judgment in all the 'areas of learning'. Practitioners in the EYFS will meet on at least a termly basis to moderate and ensure judgements are accurate, valid and consistent. Half termly assessment data is entered onto the EYFS EMag Writer where data can then be more easily analysed and specific groups of children tracked for progress and attainment. Cohort data is used to inform priorities in the EYFS and to plan interventions to support children's identified learning needs.

Summative assessments enable and support the sharing of information between practitioners, parents and colleagues. Summative assessment requires practitioners to gather information on a child and also report back to parents. The EYFS requirement is that this takes place between age 2 and age 3 and at the end of the EYFS in the EYFS profile. An end of year report is completed for Foundation Stage 1 pupils which is shared with parents/carers and details the child's areas of strength and areas for development along with some photographs of children doing their favourite activities.

### **The Role of the Governors**

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children.

The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2 and the school must provide robust action plans following each year's results.

Governors will provide challenge for the school and will meet regularly with subject leads to review progress.

### **Monitoring the Policy**

This policy is designed to ensure that children's needs are reflected in planning and teaching across the school and that whole school improvement is effective. The policy will be reviewed every two years or sooner in light of changes from the DfE.