



Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

ASSESSMENT POLICY

Adopted	Autumn Term 2023
Committee	Standards
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We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

‘Learning, loving, laughing in the light of Jesus’.

RATIONALE

Assessment is a fundamental and integral part of the teaching and learning process and provides a vital mechanism for raising standards and pupils' achievements. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training (see appendix 1).

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

PRINCIPLES

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

TYPES OF ASSESSMENT:

FORMATIVE:

Formative assessment occurs in the short term, as children are in the process of learning and integrating new ideas into what they already know. It occurs on a daily basis, within and across every lesson, and involves giving immediate feedback to the child to address misconceptions, encourage different ways of thinking and to allow for maximum progress within and across lessons.

Formative assessment allows teachers to rethink strategies, and adapt planning and activities according to the children's understanding and progress against learning objectives. Formative assessment is the most powerful type of assessment for improving children's understanding and planning for next steps in learning. This type of assessment is also known as AFL (assessment *for* learning). Teachers should use a variety of strategies to help to inform them of a child's current level of understanding and progress towards a particular objective. Such techniques include:

- Targeted questioning – open questions to deepen understanding
- Marking – feedback/next steps that links to success criteria
- Observation of children's comments both verbal and written

INTERIM:

Interim assessment takes place occasionally throughout a larger time period. This could be at the end of a given week or a unit of work. Feedback to the learner is still quick, but may not be immediate. The learner should be given the opportunity to re-demonstrate their understanding once the feedback has been digested and acted upon. (See marking policy for more detail on how this is carried out). Interim Assessments can help teachers identify gaps in children's understanding, and ideally teachers address these before moving on or by weaving remedies into subsequent activities.

SUMMATIVE:

Summative assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the child/parent, feedback to the child is usually very limited, and the child usually has no opportunity to be reassessed. Summative tests take place each term and involve the children completing a reading, writing and maths assessment. These scores aid teacher's own judgements of individuals and allow the teacher to plan for next steps in learning and to set individual targets for children. At the end of each year, summative information is communicated to parents, who can use this to see how their child's ability compares to the national standard. Summative assessment tends to have the least impact on improving an individual child's understanding.

Assessment in the Early Years Foundation Stage

On entry to the school children will be formally assessed using a baseline assessment. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress.

The Early Years foundation stage profile (EYFSP), which is based on the teacher's ongoing observations and assessments, is made up of the following:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Maths
- Understanding the world

- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded electronically on a programme called 2simple. There are 17 early learning goals (ELGs) and evidence is collected against each area. For each early learning goal, the teacher judges whether a child is meeting the level of development expected at the end of reception (expected), exceeding this level (exceeding) or not yet reaching this level (emerging) and this will be communicated to parents formally at the end of the school year.

MAXIMISING PROGRESS and MEETING THE EXPECTED STANDARD

In order for each child - regardless of ability, gender or race - to make the maximum progress year on year, a rigorous assessment system is in place which involves the following:

- ***Day to day progress*** is collected through questioning and discussions with pupils, recorded by pupils in their books, through written or photographic evidence. Progress here is measured against learning objectives and success criteria (assessment criteria). For each child, teachers will judge whether a learning objective has not yet been met, has been met fully or has been met to a 'greater depth'. This assessment then informs future planning and is used as evidence to build an overall picture of a child's ability at the end of each term.
- **Mathematics** – Through a mastery approach, whole class teaching and questioning ensures that teachers are constantly checking pupils' understanding and adapting their teaching accordingly. Live marking and feedback is used throughout maths lessons to ensure that misconceptions are addressed and pupils have met the objective of the lesson. Planning is adapted accordingly to ensure that all children are able to 'keep up'. At the end of a unit, pupils complete an "End of Unit" check to assess their understanding of the unit as a whole. NFER Standardised assessments are used at the end of each term in Year 1, 3 and 5. Year 2 and 6 use a range of past SATs practice papers.
- **Reading** – Each half term, children take a STAR reader test on Accelerated reader which determines the child's 'Reading Zone'. Children who are not achieving the expected standard are closely monitored and interventions are put into place to support. Ongoing assessment takes place daily through guided reading sessions. NFER Standardised assessments are used at the end of each term in Year 1, 3 and 5. Year 2 and 6 use a range of past SATs practice papers.
- **Writing** – At the end of a unit of work, children usually complete an extended writing task so that teachers can assess the progress children have made against genre-related objectives. Teachers make this judgement against specified success

criteria. Again, children can use this to assess their own understanding and progress towards the mastery of skills.

- **Marking** - Children's work is marked daily to measure the progress made by individuals against age-related objectives. Live marking where possible takes place. Advice, models and next steps may be given to the child and 'fix it' sessions are carried out so that children have the opportunity to revisit errors or make 'next steps' in learning (see marking policy).
- **Tracking** – The progress and attainment of cohorts of children is tracked from entry into reception through to the end of Year 6. At the beginning of each school year, teachers set targets for each individual child in collaboration with the senior leadership team and progress is tracked termly for reading, writing and maths. Children are assessed at three levels of attainment: Working towards the expected standard (WTS), Working AT the expected standard (EXS) and Working at a greater depth (GDS). We would expect the majority of children to be working at the expected standard or above year on year.

Teachers carry out summative assessments each term and use this data, along with teacher judgements, to update trackers based on objectives that have been taught. Children are defined as 'on track' if their judgement matches their baseline judgement. For example, if a baseline judgement is EXS, a child 'on track' would be assessed as EXS. Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and assessment results.

- **Pupil Progress meetings** – These meetings take place each term once summative assessment has been carried out, teacher assessments have been made and tracking information has been updated. During pupil progress meetings, teachers are asked to evidence their judgements and are held accountable for the progress that children have made towards their targets. Before the meeting, teachers are expected to complete a detailed analysis which identifies children who are 'on track' and those who aren't so that interventions can be placed. This information is discussed during the pupil progress meeting to ensure that all children make maximum progress.

Foundation subjects – Attainment in foundation subjects is tracked at the end of a unit. Front cover 'overviews' show the key learning in each unit in geography, history, RE, science and computing. Teachers use formative assessments including questioning, observations, knowledge quizzes and written responses, to make an overall judgement of whether children are 'working towards', 'working at' or 'working beyond' the objectives in each unit.

- **Data Analysis** – Both National Data and Internal tracking is analysed at the end of every academic year by the senior leadership team and a report is produced outlining key findings. The report includes: analysis of attainment and progress at the end of each year, phase and key stage; analysis of group data and comparisons to national figures. The outcomes of this report enable the leadership team to plan for whole school improvement and allow for aspirational forecasts to be made that move the school forward and raise standards.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for standards in the following ways:

- With colleagues in school – this is carried out during key stage meetings
- With colleagues from other schools within our cluster
- With representatives from the local authority for early years, Year 2 and year 6

Curriculum Links

Assessment is an integral part of curriculum delivery at Forsbrook CE Primary 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 (Senior Leadership Team) monitor class on-line assessment data (DCPRO) 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 across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum, which meets their needs. In addition, the assessment policy at Forsbrook ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the "Support" stage of the Code of Practice, or above, an individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents, which outlines a child's successes, areas for development and progress towards national expectations.
- Opportunity for discussion with parents around general issues.
- Personalised targets for children
- In some cases, information from outside agencies (particularly in the case of SEN children)

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. For children in EYFS and children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal consultations (parent evenings) with the teacher each term. During these meetings, discussions take place around children's progress and targets and parents are able to look at children's work in books. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

Appendix 1

Monitoring and Evaluation Cycle (half term). Linking six different perspectives

