



Fenstanton and Hilton Primary School

‘Respect, Honesty, Kindness and Collaboration’

Assessment Policy

2019

Adopted by Governors November 2019

Due for Review: annually

Rationale

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Fenstanton and Hilton Primary, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims

To use assessment as a tool with which we can raise pupil achievement and improve the learning process for all pupils, irrespective of ability, gender or race.

The purposes of assessment are:

- To help children learn and become better learners
- To help children to understand what they can do and what they need to develop
- To provide feedback to teachers
- To provide information to others
- To evaluate the effectiveness of teaching
- To help parents to be involved in their children's progress

Efficient, effective and consistent assessment at our school will

- Provide information about the achievement of class, group and individual pupils.
- Match teaching and learning to the needs of individual pupils
- Enable pupil progress to be monitored
- Provide a consistent professional record of pupil performance.
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards
- Monitor and record the attainment and progress of individuals, groups and cohorts

Assessment at Fenstanton and Hilton School is **formative, summative and evaluative**.

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on half termly on Target Tracker. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- End of Foundation Stage
- End of Year 1 (Phonics screening)
- End of Year 2 (Key Stage 1 SATS)
- End of Year 6 (Key Stage 2 SATS)

Roles and Responsibilities

- **Governing Body:** Monitor whole school attainment and progress data
- **Headteacher:** Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets for individuals and groups of pupils
- **Senior Leadership team:** Hold key stage staff to account for pupil progress and they should monitor pupil progress and cohorts of pupils through analysing and interpreting assessment data. They are responsible for matching our school achievements against other schools. This analysis will impact our school self improvement cycle. Through consultations with colleagues, numerical targets for individual pupils and cohorts of pupils will be set.
- **Assessment leader:** Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts
- **SENCO:** Tracking pupil progress and evaluating the impact of intervention programmes will be done by the SENCO in consultation with colleagues. This will inform future support arrangements as well as future teaching and targets set for individual pupil progress
- **SLT:** Track and monitor pupil progress of disadvantaged children on the register.
- **Teachers:** Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- **Support staff:** Support children with their learning as directed by class teachers and provide feedback on children's learning
- **Subject Leaders:** Subject leaders should have a clear understanding of the expectations of achievement for each level within their subject. Through work sampling, analysis of key assessments and end of key assessments and consultation with colleagues, coordinators should monitor progress of cohorts of pupils and set curriculum targets for overall school improvement in consultation with the Senior Management Team.
- **Parents/Carers:** Support children with home learning and communicate with the school about any concerns or issues that might affect their child's learning

Assessment Criteria

Fenstanton and Hilton Primary School use Target Tracker to assess, review and track pupil progress.

Early Years Assessment

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Within 6 weeks of the child starting they will be given a 'baseline' assessment. In Reception children will be assessed using EExBA Baseline Assessment which will be reported.

On entry to the Nursery or Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Within 6 weeks of the child starting the nursery the children will be given a 'baseline' assessment.

Expected Standards for Early Years are:

Nursery (Pre-school)

30-50 months = In line with ARE (Age Related Expectations)

22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

Assessment Cycle

Reception

Baseline

- Within 6 weeks of the child's start date
- Reception to submit data via Target Tracker

Progress

- Baseline at ARE
- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2

Summative data

- Reception to submit ELG data Summer 2
- Nursery to assess children against ARE Summer 2

Parents

Parents are included in their child's learning journey via Tapestry online recording system, Homework, weekly newsletters and the Website. Parents are also able to view their child's Tapestry Learning Journey and add to it at any time. We have 2 formal Parents Evening's in the Autumn and Spring term.

School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers.

Formative Assessment (Assessment for Learning – AFL)

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using online observations including staff notes and often use of photos. Data is recorded using Target Tracker.

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

APPENDIX 1

FOUNDATION STAGE

Subject	Key Stage	Assessment	When	Outcome	
All Areas of Early Learning	R	All assessments as matched against the Early Learning Goals are recorded by the teacher on a laptop within the classroom. TAs also contribute to this. Software is used to assist with this so that a profile can be produced to show progress in all areas of learning.	Each half term throughout the Foundation year. Value added is considered by comparing. 1. Half term in the Autumn assessments 2. At the end of the year so that progress and achievement can be monitored	Profile passed to next teacher. Data used by SLT to note achievement of individuals and cohort to target future teaching and learning	Profile reported to parents at the end of the year.

KEY STAGE ONE

Subject	Key Stage	Assessment	When	Outcome	
<u>English</u>	KS1	End of Key Stage SATs results in reading and writing (levels achieved and scores) + teacher assessment levels	Spring term	Passed to next teacher	Reported to parents
		targets	ongoing	Passed to next teacher	Reported to parents
Speaking and Listening		Teacher assessment levels matched against school portfolio	End of year	Passed to next teacher	Reported to parents
Reading	KS1	Reading records + current book	ongoing	Passed to next teacher	
		Phonics tracker	ongoing	Passed on to next teacher	
Writing		English books	End of each English Phase	Passed to next teacher	

Subject	Key Stage	Assessment	When	Outcome	
<u>Maths</u>	KS1	End of Key Stage SATs results (levels achieved	Summer Term	Passed to next teacher	Reported to parents

		and scores) + teacher assessment levels			
		targets	ongoing	Passed to next teacher	Reported to parents
		Maths ARE Sheets	ongoing	Passed to next teacher	
	SEN only	Maths ARE Sheets if working at level below.	ongoing	Passed to next teacher	

KEY STAGE TWO

Subject	Key Stage	Assessment	When	Outcome	
<u>English</u>	KS2	End of Key Stage SATs results in reading and writing (levels achieved and scores) + teacher assessment levels	Summer 1	Passed to next school	Reported to parents
	Lower KS2	Assessment results Option Test results in reading and writing (levels achieved and scores) + teacher assessment levels	Summer 1	Passed to next teacher	Overall teacher assessment reported to parents
Reading		Reading records	ongoing	Passed to next teacher	
	SEN only	Phonics record	ongoing	Passed to next teacher	
		High frequency word lists	ongoing	Recent one Passed to next teacher	
Writing		English books	1x each term	Passed to next teacher	
Spelling		Spelling assessments linked to spelling scheme ARE Word lists	Ongoing ongoing	Recent one Passed to next teacher Passed on to next teacher	
Speaking and Listening		Targets set against portfolio and progress recorded in mark book	ongoing	Overall level of achievement passed to next teacher	
Subject	Key Stage	Assessment	When	Outcome	
<u>Maths</u>	KS2	End of Key Stage SATs results (levels achieved and scores) + teacher assessment levels	Summer Term	Passed to next school	Reported to parents

		Option Sats results (levels achieved and scores) + teacher assessment levels	Summer Term	Passed to next teacher	
		targets	ongoing	Current ones passed to next teacher	Reported to parents
		Maths book kept		Passed on to next teacher	

Key Stage One and Key Stage Two

Subject	Key Stage	Assessment	When	Outcome	
<u>Science</u>	KS1 + KS2	Teachers assess topics at the end of each ½ term or project of work according to NC criteria	ongoing	Record sheet of class progress illustrating levels of achievement passed to next teacher	Reported to parents
<u>ICT</u>	KS1+KS2	Pupils self assessments record sheets + overall levels as monitored by teacher in mark book	ongoing	Passed to next teacher	Reported to parents
<u>Foundation Subjects</u>	KS1+KS2	AS each unit of work is planned for each term a separate sheet, listing out ARE expectations is produced. Teachers have single class copy and pupils names are matched against appropriate outcomes	End of each unit of work	Passed to next teacher	
<u>IEPs</u>	SEN pupils	Pupils achievement is matched against individual needs and targets set on IEPs	Progress is monitored at least termly and reviewed. Pupils with a statement have progress reviewed against their statement and annual targets each year.	Passed to SENCO Passed to next teacher Shared with TAs Sometimes shared with external agencies	Parents involved termly in reviews and on an annual basis with child and external agencies if a statement is involved

Passing on information

- Assessment information will be accessible to the next teacher via Target Tracker.
- A copy of the child's report will be filed in the buff pupil file in the office
- SEND information (one page profile) will be passed on and also given to the SENCO for her to record on SIMS
- If a pupil moves school at the end of a year or part way through the year then all items from the buff pupil file will be passed on.

APPENDIX 2

Website statement for Assessment

How do we use Assessment to help your children learn?

Effective assessment provides information to improve teaching and learning. Teachers, children and parents can work together to raise standards because there are thorough, open assessment procedures in place. We call this Assessment for Learning or AFL. It is closely linked to our marking and feedback policy as our pupils receive regular mentoring to improve or develop their learning during our daily learning mentoring sessions with Teachers, teaching assistants, or peers.

On-going teacher assessment is the most effective way of knowing how a child is progressing. We supplement teacher assessment with tests at the end of each half-term – these are used to **inform** (never decide) the teacher assessments. In addition, at various stages, there are national assessments to be carried out, too, such as Year 1 phonics screening ‘checks’ and end of Key Stage 2 tests (often known as ‘SATs’). ‘Low Stakes’ testing or ‘quizzes’ are used to link to our curriculum and retrieval practice that we encourage our children to use to remember their learning. This is used to inform future learning.

All subjects are assessed by teacher assessment. In the core subjects, for example:

- In **Reading**, teachers will listen to children read (assessing their fluency and ability to cope with new words) and question the children to ensure their understanding and opinions of a text are developing. They will also use other techniques including drama, reading tasks and reading comprehensions.
- In **Writing**, teachers will consider pupils’ written work in books and also their contributions to whole-class and group work. As well as in the English lesson, children write in topic work and therefore teachers are able to assess children’s ability to effectively use their writing skills in wider contexts.
- In **Maths**, teachers can assess skills and knowledge through methods such as marking written work, questioning (especially open-ended questions) and observing practical work.

Reporting to pupils and parents

We believe that feedback to pupils is very important as it tells them how well they have done and what they need to do next in order to improve their work. Pupils have many opportunities to reflect and discuss their progress.

We have a range of strategies that keep parents and carers fully informed of their child’s progress in school.

We offer parents and carers the opportunity to meet their child’s teacher and discuss learning and progress. During the summer term, we give all parents and carers a written report of their child’s

progress and achievements during the year. In this report we also identify target areas for the next school year.

Please contact the school if you have questions or comments about any aspect of your child's work. Staff are nearly always available for a quick discussion before or after school, or an appointment can be made for a longer meeting.