

## **Assessment**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>Nov 24</b>	<b>Nov 26</b>	<b>Rebecca Hilton</b>	<b>Curriculum</b>

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001

Assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve pupils' performance. We can see the benefits of teachers involving all children in order to stimulate and help them take their next steps in learning.

High quality feedback to children about their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is based upon a sound knowledge of pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents through formal parent consultations, an annual written report and information about their child's attainment ensures that teachers and parents are working together to allow each child to achieve their full potential.

Detailed analysis of assessment information plays a crucial role both in raising standards and in school self-evaluation, by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

## **Aims**

- To involve children in their learning and to provide feedback to them.
- To encourage children to assess themselves and to understand how they can improve.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To use the results of assessment to adjust teaching.
- To provide assessment information to pupils, parents/carers and external agencies.

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- To provide the Senior Leadership Team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum, utilising this information to inform school improvement planning.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To work with other schools and the local authority to share good practice in order to improve this policy.

At Foxdell Primary School, we believe that effective assessment takes place when it is viewed as part of a cyclical process of Teaching and Learning:



## **Forms of Assessment at Foxdell Primary School**

Within our school, there are three main types of assessment:

- 1. National Standardised Summative Assessment**
- 2. Summative Assessment (assessment of learning)**
- 3. Formative Assessment (assessment for learning)**

### **National Standardised Summative Assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2

The Headteacher is responsible for ensuring that the following statutory assessments take place:

- Statutory requirements are met in annual written reports to parents
- A baseline at the end of Year R
- EYFS Profiles for Reception are submitted to the LA each year
- Year 1 Phonic Screening Check. Pupils that are in Year 2 who did not pass the screening test will also re-sit the test.
- KS2 SATS/Teacher Assessment at the end of Year 6
- Teacher assessments must be made throughout the key stage in all areas of the curriculum
- Pupil data, including the latest teacher assessment in core subjects are transferred when a pupil moves to another school

### **Summative Assessment (Assessment of Learning)**

Assessment of learning (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

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In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example:

- Termly standardised tests for years 2-6 completed as part of assessment week. Year 1 will complete an end of year test in the summer term
- Reviews for pupils with SEN and disabilities (using SEND profiles, Provision Map and SNAP assessments) this will be completed in conjunction with the Inclusion Manager
- Termly monitoring of assessment with SLT during pupil progress meetings
- 'Best fit' assessment relating to the National Curriculum age related expectations reported on Sonar
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

### **Formative Assessment (Assessment for Learning)**

Assessment for learning (AfL) (formative assessment), which we regard as the most important kind of assessment, is about deciding:

- Where learners are
- Where they need to go
- How best to get them there

Key Features of AfL:

- Providing effective feedback to children.
- Actively involving children in their own learning.
- Adjusting teaching to take account of the results of assessment.
- Recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning.
- Considering the need for children to be able to assess themselves and to understand how to improve.

When AfL is truly embedded, there will be a range of evidence:

- pupils know what they are learning

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- next step marking will be in place
- opportunities to reflect upon learning are provided
- Assessment informs practice.

### **Inclusive Assessment at Foxdell Primary School**

At Foxdell, we ensure an inclusive approach is taken to assessment across the school. In addition to the assessments mentioned above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

The review of and setting of new targets for pupils on the SEN register at school action or above is carried out regularly/as required by the class teacher and Inclusion Manager. Please see the SEND Policy for more information.

### **Annual Assessment Cycle**

<b>Autumn</b>	<ul style="list-style-type: none"><li>□ YR Baseline Assessment (September)</li><li>□ Formative Classroom Assessments</li><li>□ Year 1 input EYFS data into KS1 Sonar</li><li>□ Proficiency in English assessments</li><li>□ Half termly Mock Phonics Screening for KS1 (including Y2 pupils that did not pass the test)</li><li>□ Foundation Subjects and Science summative data drop and analysis (October)</li><li>□ Targets shared with parents at Parent Consultations (October)</li><li>□ Pupil Progress Meetings (November/December)</li><li>□ Reading, Writing and Maths summative data drop and data analysis (November/ December)</li><li>□ Analyse School Performance (ASP) analysis</li></ul> <p>Assessment Week (End of term)</p> <ul style="list-style-type: none"><li>□ Maths: Y1, Y3, Y4 and Y5 to complete the White Rose Maths Assessment termly. Results to be recorded in a spreadsheet on the Assessment Drive (created by assessment lead). Pass mark: &lt;50% WTS, 50%-80% EXS, &lt;80% GDS. Y2 and Y6 to use past SATs papers.</li></ul>
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	<ul style="list-style-type: none"> <li>□ Reading: Y1 mock PSC based on a past paper, Y2 and Y6 past SATs paper. Y3-5 NFER Reading assessment. Results to be recorded in a spreadsheet on the Assessment Drive (created by assessment lead).</li> <li>□ Grammar, Punctuation and Spelling: Y2 and Y6 past SATs paper. Y3-5 NFER GAPs assessment. Results to be recorded in a spreadsheet on the Assessment Drive (created by assessment lead).</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>□ Formative Classroom Assessments</li> <li>□ Pupil Progress Meetings (February/ March)</li> <li>□ Foundation Subjects and Science summative data drop and analysis (half term)</li> <li>□ Reading, Writing and Maths summative data drop and data analysis (end of term)</li> <li>□ Year 6 Mock SATs weeks</li> <li>□ Parent Consultations to share progress data and targets for the Summer term</li> </ul> <p>Assessment Week YEAR ???</p> <ul style="list-style-type: none"> <li>□ Maths: Y1, Y3, Y4 and Y5 to complete the White Rose Maths Assessment termly. Results to be recorded in a spreadsheet on the Assessment Drive (created by assessment lead). Pass mark: &lt;50% WTS, 50%-80% EXS, &lt;80% GDS. Y2 and Y6 to use past SATs papers.</li> <li>□ Reading: Y1 mock PSC based on a past paper, Y2 and Y6 past SATs paper. Y1, 3-5 NFER Reading assessment. Results to be recorded in a spreadsheet on the Assessment Drive (created by assessment lead).</li> <li>□ Grammar, Punctuation and Spelling: Y2 and Y6 past SATs paper. Y3-5 NFER GAPs assessment. Results to be recorded in a spreadsheet on the Assessment Drive (created by assessment lead).</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>□ Year 6 SATs (Summer 1)</li> <li>□ Pupil Progress Meetings (June)</li> <li>□ Foundation Subjects and Science summative data drop and analysis (half term)</li> <li>□ Reading, Writing and Maths summative data drop and data analysis (end of term)</li> <li>□ Statutory Phonics Screening for Year 1 (including Y2 pupils that did not pass the test)- June</li> <li>□ Pupil reports to Parents with progress and outcomes</li> </ul> <p>Assessment Week YEAR ???</p> <ul style="list-style-type: none"> <li>□ Maths: Y1, Y3, Y4 and Y5 to complete the White Rose Maths Assessment</li> </ul>

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### **Assessment in Year R**

Assessment in the Foundation Stage consists of tracking achievement alongside Development Matters and Early Learning Goals. This is done through regular observation, record keeping and assessment during taught sessions and part of child initiated learning. Achievements are recorded and samples of work are collected where appropriate.

A baseline assessment is carried out when pupils enter Reception and value added progress is analysed against national expectation indicators throughout the year. Throughout the year, all adults within the EYFS setting are expected to contribute to and complete assessments on the children. At the end of the Reception year, collated evidence is used to inform achievement judgements against the Early Year Foundation Stage Profile and whether pupils have achieved a Good Level of Development (GLD).

### **Assessment in Years 1 to 6**

**In line with the programme of study from the National Curriculum, each child should be working** on the appropriate objectives for their year group. It may be that some children are working below their actual year group and objective should be taken (and personalised to meet individual needs) from the appropriate year group for that child. This should be a rarity and should be used as a way of boosting the child to the appropriate year group's objectives rather than constantly keeping them a year behind. Teachers should also be mindful of moving on to the following year group's objectives as the curriculum requirement states that children should master the objectives in a range of contexts. This will ensure their knowledge is so deep for every objective that they have truly 'mastered' the year's curriculum.

In order to track, report and assess children's attainment (via Target Tracker) we will be using the following guidelines. Each letter will be preceded with a number which collates to their year group's objectives. For example a child who is working at national standard in Year 4 would now be referred to as a 4S.

**B:** Beginning A child is at the beginning stages of the curriculum.

**B+:** *Beginning* + A child is working towards national standards.

**W:** *Working at* A child is developing their understanding of their skills.

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*W: Working at + A* child is developing their understanding of their skills and is working towards national standard.

*S: Secure A* child is working at national standard for their age

### **Reporting to Parents**

Formal parent evenings are held in autumn and spring terms. Teachers inform parents of their child's achievement and progress and advise parents on how they can support their child's learning at home.

A written report for each pupil will be issued at the end of the academic year. It will indicate brief particulars of achievements in each subject and activity study area as part of the school

### **Marking and Feedback**

#### **Marking must:**

- ☐ be a manageable form of record keeping that feeds into children's assessment records;
- ☐ be undertaken with the child if possible;
- ☐ focus on whether the child has achieved the learning outcome for a particular curriculum subject

#### **Feedback must:**

- ☐ relate to the success criteria of the task;
- ☐ lead to an improvement in attainment by highlighting achievement;
- ☐ be positive and constructive;
- ☐ when written be presented neatly and clearly according to the school's handwriting policy

#### **Quality Marking:**

- ☐ Marking focuses on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning
- ☐ Ideally, marking should become part of a developing dialogue resulting in pupil progress e.g. a pupil writes, the writing is marked and in his/ her subsequent work, the pupils incorporate the suggestions
- ☐ Time will be allocated or children to respond to comments (corrections should be made using a PURPLE pen)



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- We believe that correcting work has its own place in marking, but only when it contributes to an improvement in pupils' work. Errors need to be pointed out if a pupil is to improve his or her work- which errors and how many will depend on many factors.
- Showing success- these should be highlighted using a green highlighter
- Indicating improvement- these need to be clear to the children by using a next steps stamp with a yellow highlight through it

#### **There are four types of improvement:**

- Reminder prompt- reiterates the learning objective *e.g. remember to start sentences with capital letters*
- Scaffolded prompt- teacher makes a suggestion for the pupil to act on
- Example prompt- models of possible improvement or child suggests his or her own
- Challenge prompt- involves the teacher challenging the child's thinking  
*e.g. recall number bonds to 10- challenge could be a word problem involving the bonds or a missing number calculation.*

#### **Acknowledgement marking:**

There may be times when a tick or initial are used to indicate that the work has been seen by a member of the teaching team.

#### **The following codes may be used:**

<b>p</b>	<b>Punctuation error</b>
<b>sp</b>	<b>Spelling error to be looked up and corrected using a purple pen</b>
<b>?</b>	<b>This does not make sense</b>
<b>cl</b>	<b>Capital letter needed or in the wrong place</b>
<b>√</b>	<b>Correct</b>
<b>.</b>	<b>Incorrect try again</b>
<b>.√c</b>	<b>A completed correction</b>
<b>I</b>	<b>Independent</b>
<b>S</b>	<b>With support</b>
<b>V</b>	<b>Discussed (verbal)</b>

Teachers will give **written or verbal feedback** which will:

- be constructive;
- written in a way so that pupils are able to understand the comments made;
- be centred on the qualities of the work;

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- be linked to the learning objectives and learning outcomes;
- identify strengths and weaknesses;
- identify what the pupil needs to do to improve.

#### **Training for Staff**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction programme. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes use of technology to track pupil progress and in order to support Staff. Training in the use of Target Tracker is available with the assessment lead in person or through use of the step by step videos and guides created by the assessment lead. The Assessment Leader will ensure that best practice is shared and endeavours to keep up to date with latest research.

The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

**This policy has been produced based on the recommendations in the [Final Report of the Commission on Assessment without Levels](#).**