



Frieth C.E.C

Assessment Policy

Date implemented: December 2015

Member of staff responsible: Assistant Headteacher (Assessment)

Governor responsible: Policy and Curriculum Working Group

Headteacher's signatureJ Reid.....

Chair of Governor's signatureN Brown.....

Review date: Autumn 2016	signed: J Reid	date: Sept 2016
Review date: Summer 2017	signed: J Reid	date: June 2017
Review date: Spring 2020 (minor amendments made)	signed: J Reid	date: January 2020
Review date:	signed:	date:

Frieth School Vision statement

'...Your light must shine before people, so that they see the good things you do.'

Matthew 5:16

We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.

Values

These are the Christian Values that you believe are both taught and learnt in our school. To be:

*Sharing and caring
Gentle and Kind
Honest and Truthful
Challenging and Responsible*

Ethos

"..... a well-planned vibrant curriculum recognises that primary children relish learning independently and cooperatively; they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world."

Sir Jim Rose 2010.

This quote underpins the approach to planning, learning and teaching within this school. It forms the basis of the development of the school's 'Creative Curriculum'.

"It goes without saying that Assessment goes hand in hand with the curriculum; but it is high quality *formative* assessment that goes to the very heart of good teaching."

John McIntosh CBE 2015

Philosophy

We believe that assessment is at the heart of effective learning and teaching and our assessment procedures recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process. Assessment within this school leads to both challenging and supportive activities where children are encouraged to develop self-assessment thus helping them to become motivated and independent learners.

Principles

Assessment is based on and matched to clear learning objectives and related success criteria. Assessment is shared with a wide range of people to provide valid information; teachers, children, parents, governors, LA, Ofsted, DFE, other schools and outside agencies.

In our school we seek to assess the children' learning in terms of:

- The knowledge, concepts, skills, strategies and attitudes they have developed.
- Their attainment within the National Curriculum & Early Years Foundation Stage (EYFS).
- Their wider achievements in curricular, social and emotional settings.

In our school we aim to give all children every opportunity to show what they know, can do and understand by:

- Using a variety of assessment techniques to gain a wide range of evidence.
- Using national standardised tests and tasks.
- Considering the needs of all children.
- Developing a feedback policy which ensures communication between child and teacher and consistency throughout the school.

Purposes

"Assessment without levels gives schools the opportunity to develop their own approaches to assessment that focus on teaching and learning and are tailored to the curriculum followed by their school." (Commission report 2015) Effective assessment, recording and reporting will enhance the learning of our children because it:

- Actively involves the children in their learning through discussion, provision of information about progress and ensuring children are aware of the purposes of teaching.
- Motivates the children through success/achievement.
- Highlights strengths and areas of development together with strategies to manage them.
- Provides reliable and credible information to support continuity and progression in the learning process.
- Provides valid information to assist with setting individual child targets.

Equally it aids and supports the teachers in evaluating their teaching by indicating:

- Strengths and areas of development in the teaching programme (content).
- The next steps in the teaching programme.
- Strengths and areas of development in the teaching style (method).
- Children who require support and children who require extension.

Types of assessment

The final report of the commission for Assessment without Levels states that there are three broad overarching forms of assessment, each with its own purposes.

Day-to-day in-school formative assessment, for example:

- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development*
- *Self and peer assessment*

In-school summative assessment, for example:

- *End of year tests*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*

Nationally standardised summative assessment, for example:

- *National Curriculum tests at the end of Key Stage 2*

- *National Curriculum teacher assessments at the end of Key Stage 1*
- *Phonics Check*

What assessment do we carry out in our school?

EYFSP (Early Years Foundation Stage Profile)

A baseline assessment is carried out within the first 6 weeks of the autumn term and is used to assess individual pupil's starting points and inform planning for development.

Formative assessment is carried out through:

- Child initiated activities
- Collaborative child led group work
- Personalised learning activities
- Small group teaching
- Adult lead activities
- Recorded work

Summative assessment is based on an evaluation of the individual pupil's progress using the evidence collated in their learning journal and is recorded using SIMS. This assessment data is reported to the Local Authority.

Throughout KS1 and KS2

Assessment is a continual process and is an integral part of the learning and teaching activities in the classroom. Therefore planned opportunities for assessment are incorporated in both medium and short term curriculum planning. Pupil progress meetings take place after end of term assessments. These meetings are used to look at the assessments and to discuss; target setting, possible interventions and progression of children.

In School Formative Assessments:

- Questioning - directed, open ended, deeper level and enquiry.
- Quality marking and feedback
- Pupil voice - pupil response to feedback in books and discussion and identifying next steps in learning
- Discussion with an individual or group of children
- Observation of a specific task.
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/computation/ drawings etc.
- Listening as children report their findings and ideas for example in a plenary session.
- A teacher's written dated comment of a child's individual or group performance in an assessment situation. This relies on the experienced, professional judgement of the teacher, supported by the planning procedure and participation in moderation activities.
- Use of frequent short tests to identify gaps and further teaching points
- All of the above elements are used to determine judgements of children's progress and is recorded termly using a formal tracking system. These judgements are then used to determine 'Focused Children' (Children who require additional

support/targets to achieve their potential as identified by the class teacher). Actions are then taken, recorded, monitored and evaluated on a termly basis.

In School Summative Assessment

- Reception Baseline - NFER
- Half termly Spelling, Punctuation and Grammar assessments KS1 (Rising Stars)
- Termly reading; spelling, punctuation and grammar (SPAG); and mathematics Years 3-5 NFER
- Termly SATs assessments (past papers) year 6
- Fortnightly Mental Arithmetic tests for KS1 and KS2
- Annual VR and NVR tests, years 4-5
- End of Year Summative Assessment in reading; spelling, punctuation and grammar (SPAG); and mathematics Years 3-5 NFER
- End of Year Summative Assessment in reading and mathematics Year 1 (NFER)
- End of year Summative teacher assessment for Writing, Science and RE KS1 & KS2

Nationally Standardised Summative Assessments

- Keys stage 1 phonics check, year 1
- Key Stage 1 tasks and tests, Year 2
- Key Stage 2 tests, Year 6

At Frieth School we also use other forms of assessment during the school year, some of which may be covered by outside agency staff.

- Diagnostic assessment enables learning difficulties to be scrutinised and classified so that appropriate support or strategies can be provided; for example, spelling age assessments and Specialist teaching service assessments.
- Synoptic assessment is the means by which, usually at the end of the Key Stage, assessment covers aspects across the whole Key Stage.

Ensuring accuracy and consistency of teachers' assessment

Moderation processes are used to ensure that:

- discussions are held between teachers to decide what constitutes evidence of attainment;
- agreement trials are held within the school and between schools - National and L.A. exemplification materials are used to assist this process.

Target setting and next steps in learning

Target areas for development and next steps in learning are based on National Primary Curriculum (2014) in English, Mathematics and Science. The child and teacher engage in frequent dialogue to ensure that personal, social and emotional achievements, organisational skills, self discipline and attitudes are considered alongside the academic achievements of each individual child. Such achievements are recognised in several ways, for example:

- by praise and encouragement
- by awarding stars and stickers
- by awarding prizes and certificates

- house points
- informing parents
- Headteacher awards
- Special Mentions Assembly

Records

Records are kept in the following ways:

- Year Group Assessment folders by the class teachers and Headteacher
- Network assessment folders
- Learning Journeys in EYFS using SIMS and Tapestry to record

Reporting

The education of the children in the school is considered to be a three way partnership between parents, children and teachers. To support this, regular opportunities, both formal and informal, are provided for the child's progress, attainment and achievement to be reviewed.

Formal reporting takes the following forms:

- Autumn and Spring term consultation evenings where parents are offered a time for personal discussion with the teacher and are informed of their child's personalised target areas for development.
- An annual written report by the class teacher to the parent detailing the child's progress as well as record the set targets, achievements and other activities. The report sets general comments on; attitudes to learning, relationships, behaviour, key strengths and areas for development.
- At the end of the Key Stages additional information is provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information is also being provided at this time.
- A summary of school results is made available to governors, L.A. OFSTED and DFE according to statutory regulations.
- The school prospectus and website contains the above information and serve to inform the wider public.
- Informal half-termly 'Sharing Afternoons'.
- Work scrutiny.
- Whole school moderation.

Monitoring

The process of monitoring and evaluating the curriculum is the responsibility of the Headteacher, SLT and SDP Working Group in line with the School Development Plan. Regular work scrutiny and monitoring of planning is carried out in English, Mathematics, Science and RE. Reviews of assessment procedures are carried out by the Headteacher and Assessment Coordinator.

Teachers will report their assessment evaluations to the Headteacher.

The Headteacher will evaluate whole school progress based on assessment to the Curriculum Committee and the Full Governing Body through the School Evaluation Form.

Continuous Professional Development

Whole staff training is dependent on the priorities identified in the School Development Plan (SDP). The ongoing individual learning and emotional well-being needs of the staff and pupils are evaluated through our annual timetable of staff meetings, briefings, monitoring, assessment and appraisal. Where a need is identified, suitable training and support will be sourced and provided.

Through assessing, monitoring and evaluating the work we do as an integral part of planning and delivering the curriculum, we ensure that the assessment process must not detract from valuable learning and teaching time. Assessment is an integral part of the planning and teaching process, children are experiencing a learning environment in which they are given the opportunity to achieve their potential.

Appendix 1: calendar

SEPTEMBER	<p>Where are they at after the summer? Identification of Focussed Children 11+ EYFS Baseline (NFER)</p>
OCTOBER	<p>NVR & VR for Years 4-5 Half termly SPAG Test 1 for Years 1-2 (Rising Stars) Year 1 phonics check monitoring Year 6 mock SATs</p>
NOVEMBER	<p>Moderation of Writing & Maths EYFS Speech link</p>
DECEMBER	<p>End of term teacher summative assessments in: Reading, Writing, Maths, Science and RE SIMs Assessment Manager Half termly SPAG test 2 for Years 1-2 (Rising Stars) Years 3-4-5 AUTUMN NFER tests: Reading, Mathematics, Grammar and Punctuation, Spelling Year 1 phonics check monitoring ↓ Whole Class Provision Map Evaluation ↓ Pupil Progress Meetings</p>
JANUARY	<p>Moderation of RE and Science</p>
FEBRUARY	<p>Half termly SPAG Test 3 for Years 1-2 (Rising Stars) Year 6 mock SATs Yr 1 Phonics check monitoring</p>
MARCH	<p>End of term teacher summative assessments in: Reading, Writing, Maths, Science and RE in SIMs Assessment Manager Half termly SPAG Test 4 for Years 1-2 (Rising Stars) Year 2 mock SATs Years 3-4-5 SPRING NFER tests: Reading, Mathematics, Grammar and Punctuation, Spelling Mid-Year appraisal review of targets set Pupil Progress Meetings ↓ Whole Class Provision Map Evaluation ↓ Pupil Progress Meetings</p>
APRIL	<p>Moderation of Writing & Maths EYFS Summative data</p>

	Year 1 phonics check monitoring
MAY	KS 1 & 2 Statutory Assessments Years 3-4-5 SUMMER NFER tests: Reading, Mathematics, Grammar and Punctuation, Spelling Half termly SPAG Test 5 for Years 1-2 (Rising Stars)
JUNE	Half termly SPAG Test 6 for Years 1-2 (Rising Stars) KS1 phonics check TEST Moderation of EYFS End of year teacher summative assessments in: Reading, Writing, Maths, Science and RE in SIMs Assessment Manager ↓ Whole Class Provision Map Evaluation ↓ Pupil Progress Meetings
JULY	Completion of Annual Reports Handover meeting
CONSTANTS	Formative assessment in Reading, Writing, Maths, Science and RE and other foundation subjects are used on a weekly basis by all teaching staff. Intermediate tests set by teaching staff including fortnightly Rising Stars. PM Benchmarking for individual readers ongoing

