



Fairchildes Primary School

Assessment Policy

Date Edited:	June 2022
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Sections Edited:	Statutory Assessment and Interrogation of Data
Next Review Date:	June 2024

Introduction

At Fairchildes, we believe that assessment should be relevant and useful. We have therefore devised a manageable system of assessment that we feel will inform our planning and give us relevant information about an individual child's progress. This will enable us to set both challenging and meaningful targets for the children and ensures the continuation of the raising of standards of achievement throughout the school. We use the National Curriculum 2014 to identify the Expected Standards for each year group/key stage.

Aims and Objectives

The aim of assessment at Fairchildes is to:

- Recognise that each child is an individual and that our assessment of them should enable them to make progress towards the National Curriculum at an appropriate level.
- Assessment is most effective when it builds a picture of a child's performance over time and is used to target subsequent learning to challenge, inspire and motivate all children in their learning.
- Assessment supports continual improvement in independent learning but also that we must celebrate what children do well as well as identify what they need to do next.
- Assessment is an inclusive approach and is suitable for all the children in our school.
- Assessment judgements are reached in a fair and honest way, reflecting the independent ability of children from a range of evidence. These judgements are

supported through rigorous moderation across the school and with other professionals from outside of school.

- Assessment data is used to track the progress of children across the school, to ensure that they make good progress and achieve their full academic potential. This data is also used to help make further adjustments and improvements to the school's provision for the benefit of all the children we teach.

Inclusion

At Fairchildes we strive to ensure that assessment aids a high quality education for all. Pupil's attainments are monitored by an extensive range of criteria, so that positive steps may be taken to remove any obstacles or disadvantages that may impede learning. If assessment is used to inform teaching groups, it is not assumed that attainment in one subject is necessarily a sufficient guide to potential in another.

Other Subject Relevant Areas

Assessment For Learning

Assessment at Fairchildes is predominantly through Assessment for Learning (Afl), which enables children to see themselves as learners and take responsibility and control of their own development. It allows children to know where they are in their learning, what they need to do to move forward and how they will achieve this. Teachers use Afl to inform their planning and evaluate lessons and activities. They continuously assess the children in all aspects of work and give constructive development advice on next steps forward, both verbally and in marking targets. This ensures progression and challenge for every child. (See marking Policy for more information)

In each lesson children are given an explicit learning objective and are able to evaluate their work against this and any other criteria given, this may be through self or peer marking. Afl is a formative assessment, which means it is judged through daily lessons. In addition to this, summative assessments (formal assessments) will be made termly.

Early Years Assessment

Assessment in the Early Years focuses on the following seven areas:

Prime areas:

1. Personal, social and emotional development.
2. Communication and language.
3. Physical Development.

Specific areas:

1. Literacy
2. Mathematics.
3. Understanding of the world
4. Expressive arts and design.

In the Foundation Stage, assessment is based primarily on the practitioner's knowledge of the child. This knowledge is gained predominantly from observation and interaction in a range of daily activities and events. This is displayed using: photographs, long observations, short observations, individual and focused group work, video recordings etc. in line with the "Statutory Framework for the Early Years Foundation Stage". Then the next steps are set.

Each child has a folder tracking his/her achievements. Children's progress throughout Foundation 1 and 2 is monitored every term to ensure progress is made.

Nursery (FS1)

Children are assessed on entry to nursery, using the development statements as set out in "Development Matters" and then at the end of each term after that. This is used to monitor children's progress throughout Foundation 1.

Reception (FS2)

Children are assessed as above.

Summative Assessment

There is a Baseline Assessment, which takes place within the first six weeks of entry into the Reception Year.

In addition to Development Matters, children are also taught in ability groups and assessed in Phonics once per term.

Statutory Assessment

Children are assessed against the Foundation Stage Profile using the information gathered throughout the Foundation Stage from their Profile Folders.

In FS2 at the end of Reception, the children will be assessed against the Early Learning Goals (ELG'S) as:-

Emerging - Not yet at the level of development expected at the end of the EYFS (40-60 months or below)

Expected - Best described by the level of development expected at the end of the EYFS (achieved the Early Learning Goal)

Exceeding - Beyond the level of development expected at the end of the EYFS (Exceeding the Early Learning Goal)

Key stage 1 and 2

Formative Assessment

The assessment coordinator will hold data meetings each term with each class teacher. Teachers will be asked to assess each child against the Expected Standards for each of the core subject areas. They will bring at least 10 children's (children selected by assessment coordinator) portfolios of work to the meeting to show evidence of attainment. There must be sufficient evidence across a range of work before the Expected Standard will be awarded.

Phonics/Accuracy:

- Children are grouped in accordance with ability and taught across the year group where appropriate.

Reading:

- Expected Standard reading records are highlighted for individual and group reading. Groups are arranged according to ability.

Writing:

- The marking focuses on assessment for learning and the expected standards, ensuring progression is made and targets are set for each child.
- In addition children will be taught accuracy (Spelling/phonics, grammar, sentence structure, punctuation and handwriting). They will be grouped in accordance with ability across the year group.

Mathematics:

- The marking focuses on assessment for learning and the expected standards,, ensuring progression is made and targets are set for each child.

Science:

- The marking focuses on assessment for learning and the expected standards, ensuring progression is made and targets are set for each child.

Summative Assessment

All summative assessments are made against the teacher assessment framework published by the DfE for use from the 2018/2019 academic year onwards.

Phonics:

- At KS1, when children complete a Letters and Sounds phonics phase, the children are assessed

Reading:

- Each half term children will have an assessment of their reading against the assessment focus elements and the Expected Standards from the National Curriculum. Children will be assessed across a full range of reading genres

Writing:

- Each half term children will complete an independent piece of writing which will support their portfolio of work. Genres for this are established for each year group to ensure a range of independent work is assessed
- Each piece of work will indicate if the child has worked independently or with support. If supported the level of support will be stated

Mathematics:

- Each piece of work will indicate if the child has worked independently or with support. If supported the level of support will be stated

Science:

- For each of the topic areas teachers will assess the scientific skills displayed by each child as well as their scientific knowledge

Statutory Assessment

Key Stage 1

- In year 1 children will be formally assessed using the Phonics Screening Check. Children who do not attain the standard will be re-tested in year 2. The results are reported to parents
- At the end of year 2 children are entered for statutory tests in mathematics and literacy, in line with Government policy. These results are reported to parents
- At the end of year 2 children will be assessed by teachers on their attainment in line with Government policy. These assessments are checked by the SLT and on occasion by the local authority. These results are reported to parents.

Key Stage 2

- In year 4, children are entered into a statutory times tables screening. This is designed to monitor and assess children's knowledge of times tables to ensure a smooth transition into the upper key stage two maths curriculum.
- At the end of year 6 children are entered for statutory tests in mathematics and literacy in line with Government policy. These results are reported to parents and submitted to respective secondary schools
 - At the end of year 6 children will be assessed by teachers on their attainment in line with Government policy (particularly in writing - which is submitted to the local authority). These results are reported to parents and submitted to respective secondary schools

All statutory data is published and will be available on the school website.

Feedback to parents:

At Fairchildes we have an open door policy where parents/ carers are informally encouraged to keep track of their children's progress. In addition there are three formal parents' evenings where parents are invited to discuss their child's progress and targets. During the first of these parents' evenings children are encouraged to attend as we feel that they should be involved in and part of the feedback given to parents. In

the foundation stage parents have an initial parent meeting where the Early Years Foundation Stage assessment is explained to them in detail. Written reports are provided once a year during the summer term.

Interrogation of data.

- Assessment information is collected by the assessment coordinator on a termly basis during meetings with the class teachers. During these sessions, children in need of additional help are identified and this information is shared with the relevant person, e.g. SENCO, learning mentors, attendance manager. This can aid the process of selecting individuals and groups who receive additional help and support
- Likewise those children who are gifted and talented are highlighted, their progress monitored and these children targeted for additional input e.g. after school clubs, experiences and opportunities.
- The assessment coordinator will examine the data looking for any trends and give key data to each class teacher
- The assessment coordinator will produce data packs for each year group and present the data to the head teacher as well as an overview for the key stage
- The assessment coordinator will produce an assessment report for the Governing body each year and will attend a meeting to discuss it in detail
- At varying points throughout the year, the SLT will review assessment information through moderation of children's work.