

Assessment Policy

Furneux Pelham CE Primary School



Roots to grow,
Wings to soar.

Approved by: CPW

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Next review due by: October 2025

Introduction

Assessment lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success but primarily to inform future teaching and learning and to ensure that all pupils make good or better progress.

At Furneux Pelham, assessment must be a part of all teaching strategies to help identify areas for development and chart progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Our vision for assessment

We believe that all forms of assessment should be used to improve teaching and learning. At Furneux Pelham School, we believe that the best forms of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

We have agreed on the following principles as the basis of our assessment system:

- A combination of different forms of assessment should be used to improve teaching and learning.
- Testing should be rigorous and reliable.
- Assessment should be underpinned by a knowledge of the curriculum and the journey learning is to take.
- Assessment informs the planning and delivery of the curriculum.
- Assessment helps a child to recognise the next steps in their learning.
- There should be no unnecessary paperwork that does not contribute to teaching and learning.
- Assessment provides reliable information to parents about how their child is progressing.

Aims and Objectives

- To help children to learn and maximise their progress.
- To gather information about the performance of individual pupils, groups and classes that is used to set targets at different levels.
- To provide information for planning, teaching and curriculum development, as well as interventions and individual learning programmes.
- To ensure that assessment and recording are key parts of Furneux Pelham's performance management system.
- To review and where necessary adjust curriculum provision, and to evaluate this on a regular basis.
- To allow pupils to show what they know and understand and what they can do in their work; also, to help them understand what they need to do next.

- To encourage and support children to take responsibility for achievements and provide opportunities for them to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- To ensure that assessment is used well to help pupils embed and use knowledge fluently.

Roles & Responsibilities

The overall responsibility for assessment belongs to the headteacher.

- Class teachers are responsible for assessment of the children in their care.
- LSAs are responsible for giving feedback to the class teacher to inform the teacher's assessments.
- Subject leaders are responsible for monitoring assessment within their subject area and developing their subject in response to this evaluation of impact.
- Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress.

Types of Assessment

Assessment is a daily part of the life of the school.

The purposes of assessment are:

- to be **formative**, providing information for the teacher to plan the next steps in a child's learning;
- to be **summative**, providing a snapshot of each child's achievement at the end of a period of learning such as SATs tests in core subjects and at the end of unit or topic assessments.

At Furneux Pelham School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment' or 'Assessment for Learning', 'In-School Summative Assessment' or 'Assessment of Learning' and 'Nationally Standardised Summative Assessments'.

Informal assessments, through the monitoring of children's work and understanding of concepts are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery. Progress is closely monitored to ensure all children are making at least expected progress throughout the key stage. Diagnostic assessments are used to identify gaps in learning and to inform the organisation of interventions.

Pupil progress is tracked from reception to Year 6. Progress is discussed in termly pupil progress meetings, in which pupils are discussed on an individual basis and interventions are planned.

In-School Summative Assessment

Foundation Stage Assessments: The Foundation Stage Profile is an on-going assessment completed throughout the reception year. The use of Tapestry as an online learning journal celebrates and records significant developments in reception pupils' stages of learning.

Years 1 -6: All children complete a termly written test for reading [PIRA] at the end of each half term. At the end of the term, all children complete a diagnostic Maths test from the Herts for Learning Essential Maths suite. Teacher assessments in reading, writing and maths are made at three stages in the year – checkpoint 1 (late October), checkpoint 2 (February) and endpoint (July). The written tests for reading and maths are used alongside other evidence to inform teacher assessments which are recorded on the school's MIS – Arbor – in which children are identified as working below, at or above the expected standard. Teachers use statements on assessments grids for reading and writing, and use destination questions to make assessments in maths. The diagnostic and PIRA tests are also used to inform future teaching and interventions. Foundation subjects are assessed at the end of each unit and recorded using the school format. This identifies which children are working below, at or above the expected standard.

Assessment of phonics using our Little Wandle Scheme: We will use our Little Wandle phonics assessments to assess a child's reading in relation to the phonemes and graphemes taught within Little Wandle Letters and Sounds.

In Reception and Year 1, a child takes home a Little Wandle fully decodable reading book linked to their phonics learning (the phoneme that the individual child is working on). Using each child's phonics assessment, class teachers will know which phonemes individuals are working on. It is the class teacher's responsibility to ensure that reading books taken home are appropriately matched to phoneme. When children have completed and achieved Phase 5 Little Wandle Letters and Sounds and their assessment demonstrates this, the class teacher will assess the most appropriate book band for each child.

Nationally Standardised Summative Assessments

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 Baseline Assessment during the first six weeks of EYFS.
- A phonics test in Year 1.
- National Curriculum teacher assessments at the end of Key Stage 1 using the assessment frameworks (statutory assessment ceased in 2022/23).

- Multiplications Check in Year 4.
- National Curriculum tests and teacher assessment at the end of Key Stage 2 using the assessment frameworks.

Assessment for learning

Day-to-day in-school formative assessment, or assessment for learning, is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through assessment for learning, we will

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations.
- ensure that strengths are identified at the individual level and that every child is appropriately challenged to make progress and exceed expectations.

The Key Principles of Assessment for Learning at Furneux Pelham School

Assessment for learning will:

- promote further learning rather than reporting on previous learning (in other words, AfL is formative and diagnostic rather than summative)
- use a wide range of methods to encourage learners to express what they are thinking and then to act on this reflection
- focus on the learning and what needs to be done to improve rather than on levelling or scores
- ensure that learners have specific advice about how to improve
- motivate learners to improve or to deal with gaps in their learning – unless assessment leads to constructive action to improve learning then it is pointless
- be a way of thinking about how learners make sense of their own progress in learning enabling them to improve
- be adapted to individual classrooms, cohorts and lessons – we would not expect AfL to look the same in every class, though the underlying principles must be consistent.

Assessment for learning opportunities are identified in planning. Effective questioning is used to inform assessments. Our Effective Feedback policy details how teachers share assessments with children. Appendix 1 details a range of classroom strategies that may be used, on a daily basis, as part of assessment for learning.

Reporting to parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an 'open door policy' whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through bulletins, half-termly learning overviews, subject-specific knowledge organisers, home-learning tasks, home-school diaries, reports, open days, family learning sessions and the website.

Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' consultation evenings are held in the autumn and spring summer terms. A full report is sent to parents at the end of the academic year. In KS1 and KS2 this comments on the child's academic progress in the core and for each of the foundation subjects they are identified as working below, at or above the expected standard a set of statements. The report identifies whether a child is working at, above or below age related expectations in reading, writing and maths. In addition, it will communicate achievement in EYFS against the early learning goals, achievement at year 1 in the phonics screening test and achievement in year 4 in the multiplication check. At the end of Key Stage 2 it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through teacher assessments.

Assessment data is also shared with: Governors, staff, pupils, parents / carers and External agencies.

Related policies: Effective Feedback
 Home Learning

APPENDIX I

Assessment for Learning - Classroom Strategies

Teacher Assessment Strategies:

- Oral feedback
- Written feedback (marking) in individual books
- Use of learning partners, randomly assigned and changed weekly
- Closed question and answers with no hands up.
- Open questions with range of strategies for collecting responses, e.g. no hands up, feedback your learning partner's answers.
- Whole-class feedback summary sheet
- Quick quizzes
- Multiple choice
- True or False
- Odd one out or Just a minute. (Talk on topic for one minute)
- Observational assessments.
- Lesson notes/evaluations/points.
- Target setting and review (Subject specific)
- Progress against targets.
- On-going progress against National curriculum levels

Pupil Self-Assessment:

- Oral feedback (Ask pupils how they feel about the work. Ask pupils what they have learned).
- Written feedback
- Ask pupils to annotate work (best bits, hardest bits)
- Ask pupils to respond to written feedback on work.
- What I Know, Want to know, have Learned.
- Pupil summary (of lesson/project or performance).
- Self-Assessment 'forms'.
- 'Learning ladders' (for pupil to record progress).

Peer Assessment:

- 'Critical friend'
- Ask pupils to ask questions for other pupils to answer
- 'Listening Threes' (One questions, one answers, one listens and records).
- Hot seat. (Pupils answer any/all questions)
- Group evaluations.
- Mind maps / Brainstorms