

Assessment Policy

Introduction:

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. We give parents regular feedback on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives:

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work.
- to help our children understand what they need to do next to improve their work.
- to allow teachers to plan work that accurately reflects the needs of each child.
- to provide regular information for parents that enables them to support their child's learning.
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Statutory assessment takes place during the Reception year within the Early Years Foundation Stage Profile and the Reception Baseline Assessment, in Year 1 with the Phonics Screening Check. Children who did not reach the required pass mark in the Phonics Screening Check in June 2024 will be assessed in June 2025 using the 2025 STA materials.

In September 2022, end of Key Stage 1 assessments for Year 2 children, were no longer deemed statutory but are still made available to all schools to use at their own discretion. We consider them to remain a useful tool for assessment and as such, Year 2 children will participate in these assessment activities and results will be reported to parents as part of the end of year report to parents.

In our school we mainly use two types of assessment:

Formative Assessment: This is an on-going process and is used to plan the way forward in the child's learning e.g. English/Maths records, checklists etc.

Summative Assessment: This gives a summary of achievement at a particular moment e.g. end of topic, End of Key Stage 1 Assessments.

Foundation Stage assessment:

At the beginning of the Reception year, every child is assessed using the Reception Baseline Assessment. This baseline is captured with children during the first few weeks of school and provides a baseline for measuring progress.

Children are assessed in the following seven areas of learning at the start of their Reception year.

Prime Areas

Personal, Social and Emotional Development

Communication and Language

Physical Development

Specific Areas

Mathematics

Literacy

Expressive Arts and Design

Understanding the World

We make ongoing assessments throughout the year which are used to create the Foundation Stage Profile, which is a cumulative record of each child's development, achievements and progress over the Reception year.

Assessments are carried out in a variety of ways, including observational tracking of activities or individual children, 1-1 games, formal activities such as planned half termly writing and reading assessments. These assessments inform planning of the curriculum for each child's next step in learning.

Key Stage 1 Assessment:

We use the National Curriculum to support our teaching and we use the assessment guidance in the National Curriculum together with the teacher assessment framework to help us identify each child's attainment. In key stage 1 teachers use the Assertive Mentoring scheme for assessing spelling, writing and maths. PM Benchmark is used to assess reading alongside FFT reading assessment tools for children that have reached the white book band in Year 2. Grammarsaurus assessment tools are used to assess individual science units, while Assertive Mentoring is used at the end of the academic year to provide a full overview of the year's teaching learning.

English:

Planned half termly assessments are made of the children's reading and writing development. Regular Common Exception Word checks and spelling assessments are made in each year group. In Year 2, children self-assess and peer assess against success criteria in their writing books and this is introduced in Year 1 during the summer term.

Mathematics:

An on-going assessment is made of the children's mathematical development using half termly assessments linked to Assertive Mentoring. Children in Key Stage 1 complete a self-assessment section on their worksheets.

Science:

Each year group has a planning and assessment folder. Criteria from the National Curriculum and performance descriptors are used to inform teacher assessments. A summative assessment is made at the end of each unit of work using the Grammarsaurus assessment resources. At the end of Year 2 a summative assessment of the year is also conducted using Assertive Mentoring materials.

Computing:

Criteria from the National Curriculum for Computing are used and these are outlined on Foundation Subject check grids and completed on an on-going basis.

Foundation subjects:

Details of progress and skills in the foundation subjects are recorded on check grids. These consist of statements drawn from the National Curriculum descriptors and are completed during the year from on-going observations.

End of Key Stage 1 Assessments:

In the Summer Term of Year 2, teachers make a teacher assessment judgement following the completion of the Key Stage 1 curriculum using the performance descriptors in the teacher assessment framework. This judgement is based on a broad range of evidence including the results of the non-statutory National Tests and Tasks for 7 year olds.

Target setting:

Next step targets in English, Mathematics and PSHCE are set in the end of year report.

Recording:

Record keeping is standardised within and between each year group. (Assessment Folders)

Foundation Stage: All teachers use Foundation Stage Profile to record and track children's progress throughout the Reception year. Children's progress is monitored closely by the Senior Leadership Team.

Key Stage 1: All teachers use class data sheets to record and track children's individual progress. These are updated half termly. Children's progress is monitored closely by the Senior Leadership Team.

Other records kept include:

Year Books

Foundation subject observation grids

English/Maths/Science/Computing observation grids

Individual child's Reading Diary.

Reports are kept electronically for teachers to look at for new classes.

Reporting to parents:

We have a range of strategies that keep parents fully informed of their child's progress in school. The teaching staff continually liaise with parents on an informal basis i.e. 'at the classroom door' and parents are encouraged to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet with teachers to discuss their child's progress.

Autumn term: a 10 minute consultation to discuss how their child has settled into their new class and their general progress. During this discussion, a booklet is provided to Year 2 parents which outline the expectations for children at the end of Key Stage 1.

Spring term: a 10 minute consultation to discuss their child's on-going progress. Parents have the opportunity to view their child's work and a mid-year report is written and discussed at this consultation. The mid-year report outlines whether a child is on track to achieve the expected standard at the end of the Key Stage as outlined in the teacher assessment frameworks.

Summer term: Parents are given the opportunity to make an appointment should they wish to discuss their child's end of year report and to set targets for the next school year.

Special needs:

In addition to the meetings detailed above parents of children who are identified as requiring SEN Support will have more regular specific meetings with the Class Teacher/Special Needs Co-ordinator which will detail progress being made against targets set in their individual Learning Plan.

At the end of the year all parents are provided with an annual report giving them a summary of their child's achievements and progress throughout the year in all curriculum areas. Statutory data for End of Reception Year and Year 2 is also included in the report as is the Phonics Screening Data for Year 1. In addition, the annual report also contains:

- A Child comment page
- A Parent comment page
- Next year targets for English, Maths and PSHCE
- Attendance details

Feedback to pupils:

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. We have an agreed code for marking which ensures all staff mark in the same way. (See Marking Policy)

Positive reinforcement of effort and achievement in work is given in a number of other ways e.g. displaying it on the wall, showing the whole class or another class, another teacher, the Headteacher for a Headteacher's award or speaking to the parent/carer.

Stickers, stampers or Class Dojos are given at the teacher's discretion. For more details refer to the PSHCE Policy.

Consistency:

All subject leaders keep examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the children's work. All our teachers discuss these judgements, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school. Each term a Professional Development Meeting is organised based on moderation involving all teaching staff. In addition, each year group attends moderation cluster meetings with local schools to ensure consistency in judgements. External moderation by the local authority may take place at the end of Foundation Stage.

It is each subject leader's responsibility to ensure that the samples they keep of children's work reflect the full range of ability within each subject.

Approved: November 2024

Next Review Due: November 2025