



ASSESSMENT POLICY

Together we encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity for life-long learning.

Together we strive for success in academic, creative, sporting and personal accomplishment.

Together we care for each other through the kind and positive choices we make.

Together we are proud of the inspiring and supportive environment we create for children, families and staff.



Approved: November 2017

Next review: November 2019

Our core principles

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote expected or better progress for individuals, groups and cohorts. At Falconhurst, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children. We celebrate all achievements across a broad and balanced curriculum, including sport, arts and values.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to advise children of appropriate development points (sometimes referred to as Next Steps), inform planning, resources and support in order for all children to progress.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Arbor. Test materials can be used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. Expected progress at Falconhurst School is for every child to secure at least 6 steps over the course of an academic year (or its equivalent of 1 step each half term for pupils arriving mid-year).

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of Year 2 (Phonic Screening re-check if required)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. Focus groups are:

- Pupil Premium
- SEND
- More able and children who had High Attainment in previous end of Key Stage assessments
- White British

Roles and Responsibilities

- Governing Body: Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Assessment leader: Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning

Assessment Criteria

Following the implementation of a new National Curriculum, the government removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we adopted a new way of recording and measuring pupil attainment and progress. Children are assessed in year group 'steps' which will be divided as follows:

Emerging/Emerging+/Developing/Developing+/Expected (Secure)/Mastery

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Marking/Feedback

Please refer to the Teaching and Learning Policy

Home Learning

Please refer to the Home Learning Policy