



# 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: February 2020

Next review: February 2022

## **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. More details of our curriculum and associated approaches are found in the Curriculum Policy.

## **Aims**

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning and aspirational goals for children at the end of each Key Stage
- Review the effect and impact over time of 'catch-up' and 'keep-up' strategies
- 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. This is assessment of what is needed to fill gaps in learning or more deeply embed key concepts. Teaching Assistants are playing an increasingly influential role in the daily 'assessment' of children as they fulfill the role of a keyworker who plans, implements, adapts and reports according to pupil need.

### **Summative**

Children across the whole school (Nursery to Year 6) are assessed periodically in order to establish what knowledge or skills have been fully 'learnt' and are therefore embedded within a child's long term memory. Levels of attainment and associated progress are recorded on Tapestry (EYFS) and Insight (Years 1 to 6). A range of 'test materials' are used to support teachers with making accurate teacher assessment judgement. These can include past SAT papers, knowledge organisers, mini quizzes and published tests (Holborn). Summative assessments are carried out towards the end of every half term (except for Spring which is typically very short and is therefore treated as one assessment block); they 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)
- Multiplication Tables Check (Year 4 from June 2020)
- 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
- Lowest 20% attainers who are not securing typical progress over time
- White British
- Children deemed to be 'vulnerable' or 'at risk' as a result of Social care intervention/need

## **Roles and Responsibilities**

- Governing Body: Monitor whole school attainment and progress data
- Headteacher and Assistant Heads: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Core Subject and Phase Leaders: 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**

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.

### **Feedback to Pupils (Marking and Discussion)**

Feedback is a valuable and essential part of the teaching and learning process as it informs children and their teacher's on-going assessments of what is lacking and what is learned. Teachers significantly improve learning outcomes through effective feedback. Feedback can take many forms across school but is primarily focussed on verbal feedback which is either 'in the moment' or in a 1:1 dialogue alongside the pupil's learning (See Saw). There are no expectations that teachers use specific colour highlighters, scaffolded marking or marking codes – feedback is undertaken by all staff using their professional judgement and to the highest standard.

Effective feedback ensures that children understand their achievements and what they need to do in order to improve further. It has the potential to raise standards of achievement of all children by:

- Motivating children to understand how to take responsibility for their own learning and strive to improve
- Supporting children in assessing their own learning as well as that of their peers with clear success criteria
- Assisting pupils in understanding what they need to do to move their learning on by providing clear models, challenges and scaffolded next steps
- Providing a record of pupils' progress to inform planning and secure accurate assessments of attainment.
- Encouraging children to be develop ownership of their learning journey right from the strt of schooling with effective questioning/conversation in EYFS