

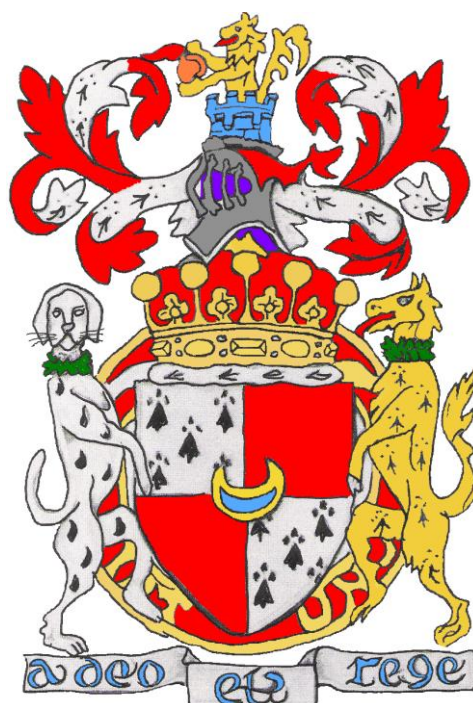
Approved by: [Name]

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Folksworth C of E Primary School



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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

The starting point of this assessment policy is the principles underlying assessment. Those principles are:

- 3.1 We clearly distinguished the different types of assessment.
- 3.2 We are clear on the aim of assessment and its purposes.
- 3.3 We aim to carry out our assessment without adding unnecessarily to teachers' workload.
- 3.4 We will support children while they are being assessed and ensure it is a positive experience. Where they find assessment challenging we will modify and adapt practice to meet their emotional and intellectual needs.
- 3.5 We will stay informed about best practice in assessment in similar schools.
- 3.6 We will develop our practice in line with best practice over time.

- 3.7 Assessment is for all pupils and will support the learning of all pupils.
- 3.8 We will use assessment to monitor the attainment and progress of all children in the school. We will monitor the progress of groups and cohorts to ensure value is added.
- 3.9 We will share assessment information with the children in an appropriate way.
- 3.10 We will share assessment information with the parents, carers and authorities in a transparent way in line with annual reporting schedules.
- 3.11 We will store information as required by regulations.

4. Assessment approaches

At Folksworth C of E Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, to evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment is used to assess knowledge, skills and understanding. In each lesson, learning activity, conversation on the carpet or at group tables across the week the teacher (supported by Assistants) will gather information and understanding of what the child knows, can do and understands.

The teacher sets out clear objectives in the lesson using differentiated targets **MUST**, **SHOULD**, **COULD**. The context of the learning, the requirements for success and the phase of the planning is set out on Class Learning Walls, in Projects Display etc. The pupils' progress work is also evaluated using the Marking and Feedback Policy.

Key elements of formative assessments are:

- The teacher will question the class, groups and individuals to evaluate progress, to identify gaps and misconceptions and to consider next steps for teaching and learning.
- The role of pupils in their assessment is important. They are encouraged to talk and write about how their learning is going. A growth mind set encourages children to say when they have had success and when they need to persevere.
- The child will be involved in evaluating the extent to which they have met the objective and been successful. They will be given time to evaluate, improve and correct work. Additionally, they will be given time to respond to feedback which gives the opportunity to clarify, correct or extend learning.
- Within lessons which have clear objectives each child will know and work towards individual targets for example in writing, hand writing, spellings and presentation etc.
- Peer assessment is a powerful way of supporting and encouraging learning and giving feedback. It is managed carefully.
- At times in the week the class will be organised so the teacher can work with a group/s of children to teach and assess deeply.
- The teacher will work with all children. The teaching assistant will be used to support children of all abilities also.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It is used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

“Cold” tasks and activities are used to gain information about starting points, baselines, retained knowledge and previous learning. Later, end of week or module or project work will be assessed through activities, mini tests, quizzes and written tasks to inform teacher judgements about progress, learning and the subsequent attainment. Pupils complete self-evaluations and make presentations also.

The in-school summative assessment approaches used include, end-of-year exams (for example previous years statutory tests/ QCA papers and other resources), end-of-topic or unit tests, reading tests, phonics screening materials, spelling and timetable assessments, reviews for pupils with special educational needs or disabilities etc..

Summative assessment will provide useful information for improving future learning by identifying gaps in knowledge and misconceptions. It will support and inform the teacher's view on progress and pupils performance against Expected National Curriculum statements for the year (or other years if appropriate). They provide evidence to support teacher's knowledge when completing class records. This in turn means summative assessment can be used to demonstrate improvement over a long period of time. Summative assessments ensure the information collected in class can be triangulated with the work in books to provide robust information. They standardise and validate the different assessments used.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception.
- Phonics screening check in year 1.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6).

5. Collecting and using data

As stated assessment is ongoing and informs teachers' weekly planning and teaching. The different types of assessment support each other to give a clear view of learning and progress. This information is collected in teacher records. At several stages in the year, at least once a term, a record or summary of assessment data is made and collected. This is a snap shot of attainment and is reviewed by the class teacher and school leaders. It also forms the basis of discussion at Pupil Progress Meeting where the attainment, progress and any barriers to learning are discussed for each child in every class in the school. At that stage the child's progress is considered against their starting point and from previous bench marks (EYFS/ KS1 or end of Year 4). Particular care is taken to:

- Note the progress of pupils who may be vulnerable to lack of achievement (those who have previously performed below expected levels, who have special needs, who receive Pupil Premium, are known by the school to have faced unsettling problems in their lives or are from groups who under achieve nationally.)
- The progress of all children is considered. Those pupils who are at the Expected level and Greater Depth are required to make progress to maintain and further extend their attainment.
- This data will be collected and collated for each Year Group. The performance of groups is then reviewed.
- A summary of data (without pupil names) and analysis is shared with school Governors.

6. Reporting to parents

At Folksworth C of Primary School assessment data will be reported to parents through annual reports and parents' meetings.

As a maintained school, annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development.
- Comments on general progress.
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record, except where the pupil is in Reception year.
(Where attendance is reported, it includes:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances.)
- The results of any public examinations taken, by subject and grade.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teachers are kept up to date with developments in assessment practice and how to develop and improve their practice on a regular basis. The school buys into Local Authority support for assessment and this information is shared in Professional Development Time.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed [frequency] by [name or role of individual/committee name]. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The effectiveness of assessment practices across the school will be monitored through moderation of pupil work, lesson observations, book scrutinies, pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures.
- Marking and Feedback Policy