

Assessment Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

How do we assess pupils' learning?

The school welcomed the changes in the National Curriculum in 2014 and saw it as an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that makes sense to parents. We were very clear that whatever assessment tool we used, it needed to be robust and track pupils' progress across the school and not just at the end of a Key Stage.

The principles that underpin our assessment system are:

- to provide information to support progression in learning through planning
 - to provide information for target setting for individuals, groups and cohorts
 - to share learning goals with children
 - to involve children with self-assessment
 - to help pupils know and recognise the standards they are aiming for
 - to raise standards of learning
 - to identify children for intervention
 - to inform parents and other interested parties of children's progress
 - to complete a critical self-evaluation of the school
-
- Every child can achieve: teachers at Furlanesend have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
 - The National Curriculum objectives will be used as the expectations for all children.
 - Pupils will make age appropriate progress from their different starting points – 12 months in 12 months, more for those who need to 'close the gap' to reach age related expectations.
 - Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

Our assessment and reporting system includes:

- Ongoing assessment against the National Curriculum objectives by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny.
- Progress tests for English and maths

All of the above feed into 'Data snap-shots', these will take place at class, phase and subject level three times a year, towards the end of each term.

Statutory Assessments

In addition to the above assessments, pupils also complete the following statutory assessments:

- Reception – Baseline, (statutory Sep. 16), EYFS profile
- Year 1 (and 2) - Phonics Check
- Years 2 and 6 - end of Key Stage assessments

No Levels

Alongside the introduction of the new National Curriculum, levels were removed for all Year Groups instead at the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

Golden Codes

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- A child that has achieved all the objectives set out for Year 3 for reading (and no further) would be said to be working at the end of Year 3 expectation for reading.
- A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the mid-Year 5 expectation for maths.
- A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation.

We use the following 'Golden Codes' to assess pupils knowledge of the curriculum, against age-related expectations, in each core subject area:

- Emerging
- Developing
- Secure, reflecting that age-related objectives have been achieved

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Expectations	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6S

In addition to assessing curriculum knowledge we also assess the way pupils apply their skills and knowledge. This is known as the 'Depth of Learning' rating (sometimes known as Mastery). There are four Depth of Learning ratings:

- #1 Shallow learner
- #2 Expected depth for age
- #3 Deeper learner
- #4 Deepest learner

The depth and application of a child's learning is an important marker of their achievement and progress.

Overall Mastery Rating [previously referred to as Cognitive Rating]				
Rating	#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very Good]
Standards	This is below the expected standard depth of application and understanding. Does not apply their learning.	This is the expected standard depth of application and understanding. Average application of learning.	This is above the expected standard depth of application and understanding. Good application of learning.	This is well above the expected standard depth of application and understanding. Very good application of learning.
Examples	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.
Example Golden Code	Y2S #1	Y2S #2	Y2D #3	Y2E #4
Bloom's Taxonomy examples	1. Knowledge: Define, Identify	2. Comprehension: Explain, Summarize 3. Application: Demonstrate, Show	4. Analysis: Infer, Separate 5. Synthesis: Combine, Compose, Create, Design	6. Evaluation: Compare, Judge
SOLO Taxonomy	1. Pre-structural 2. Unistructural	3. Multi-structural	4. Relational	6. Extended Abstract
Modification to Tracking Point	-1.0 -4m	0.0 0m	+2.0 +8m	+4.0 +16m

Pupils' assessments are made up of two components, their Golden Code and their Depth of Learning rating, for example:

A pupil who has been assessed as Y3S #3 has achieved the expected outcomes for Year 3 and has achieved above the standard expected for their depth and understanding of learning, they have a good application of the knowledge they have learnt.

Tracking progress over-time, Yr 1- 6

To track progress overtime our Golden Codes and Depth of Learning rating are linked to Tracking Points, these are used to examine progress and attainment numerically (as an average). Depth of Learning rating modify tracking points (see image above).

	National Curriculum																	
	Key Stage 1						Lower Key Stage 2						Upper Key Stage 2					
	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Expectations	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6S
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

Early Years - Reception

Class teacher's will use a combination of the EYFS profile and the a baseline assessment to measure children's progress.

Baseline:

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers' are able to measure each child's progress, plan for next steps in learning and development and transition effectively.

- Fourlanesend uses Early Excellence and Cornwall County submission to assess children upon entry in each area of the EYFS profile through naturalistic observation and group work in order to gain a realistic, true measure of children's starting points.

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children in Nursery and Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile; these are recorded on School Pupil Tracker and within each child's learning journey. Assessments are based on observation of children's play, adult-led activities and responses to whole-class teaching. At the end of Reception, children will be judged against each Early Learning Goal- this is the expected level of development for children when they reach the end of the Early Years Foundation Stage. This will be recorded as:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Phonics Screening Check Year 1

- The Phonics Screening Check demonstrates how well pupils can use the phonics skills they have learned up to the end of Year 1, and to identify those who need extra phonics help.
- The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Pupils will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard
- Pupils who do not meet the required standard in Year 1 will be re-checked in Year 2.

Reporting to Parents

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

- Discussions at parent, teacher, consultation meetings in the Autumn, Spring and Summer terms are based on the assessment system in place for each age group. We provide opportunities for three parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities to share books and discuss the final end of year report.
- Parents also receive annual progress test reports, outcomes of statutory assessments and an annual report which gives information relating to progress and attainment.

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Fourlanesend will include data from:

- Statutory tests – Foundation Stage Profile, End of Key Stage Tests, phonics screening
- Optional Standardised Tests in years 3, 4 and 5 in July
- Termly writing assessments assessing depth of learning
- Ongoing teacher assessment this will include tests

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Fourlanesend we will:

- Meet termly to moderate writing assessments
- Moderate work through planning and book scrutiny's, feeding findings back to members of staff
- Participate in moderation schemes in the Local authority, with local schools and moderating events (Dandelion learning)

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Fourlanesend Primary School we will:

- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make

- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school

Use Assessment for learning strategies such as:

1. Working walls
2. Targets – Individual Learning Walls
3. Sharing success criteria
4. Self and peer evaluation
5. Discussion, talk and modelling
6. Conditions for learning – display

Formative Assessment Classification

Working Towards	No independence The children have been there when it is taught
Mostly Achieved	Children have been scaffolded using an adult/peer and/or resources. It may have been mostly independent
Achieved	Totally independent. If they needed resources they collected their own to support the task
Greater Depth	They can repeatedly complete the task and answer different questions involving greater thinking or use what they know and apply it in different circumstances

Monitoring

The head teacher monitors SPTO regularly and pupil progress meetings are held termly following our 'data snapshot'. All groups are monitored closely. The termly head teachers report addresses this progress to the governing body and to the standards committee.

This document needs to be read alongside the SEND policy and our pupil premium documents.

Overall Mastery Rating [previously referred to as Cognitive Rating]				
Rating	#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very Good]
Standards	This is below the expected standard depth of application and understanding. Does not apply their learning.	This is the expected standard depth of application and understanding. Average application of learning.	This is above the expected standard depth of application and understanding. Good application of learning.	This is well above the expected standard depth of application and understanding. Very good application of learning.
Examples	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.
Example Golden Code	Y2S #1	Y2S #2	Y2D #3	Y2E #4
Bloom's Taxonomy examples	1. Knowledge: Define, Identify	2. Comprehension: Explain, Summarize 3. Application: Demonstrate, Show	4. Analysis: Infer, Separate 5. Synthesis: Combine, Compose, Create, Design	6. Evaluation: Compare, Judge
SOLO Taxonomy	1. Pre-structural 2. Unistructural	3. Multi-structural	4. Relational	5. Extended Abstract
Modification to Tracking Point	-1.0 -4m	0.0 0m	+2.0 +8m	+4.0 +16m

Working Towards	No independence The children have been there when it is taught
Mostly Achieved	Children have been scaffolded using an adult/peer and/or resources. It may have been mostly independent
Achieved	Totally independent. If they needed resources they collected their own to support the task
Greater Depth	They can repeatedly complete the task and answer different questions involving greater thinking or use what they know and apply it in different circumstances