

## 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. 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 principles that underpin our assessment system are:**

- to provide information to support progression in learning through planning
- 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 Fourlanesend 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.

### **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

### **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. These are recorded on DC PRO
- For maths and English Optional Tests in year 1, 3, 4, 5 termly - year 2 and 6 Autumn and Spring)
- Termly writing assessments assessing depth of learning
- Children knowing what they are being asked to learn and more importantly, why.
- Learning objectives in all lessons which assessment is linked to
- Success Criteria are discussed and agreed with or formulated by the children during some lessons, 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
- Spelling tests
- 99 Club

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, EYFS profile
- Year 1 (and 2) - Phonics Check
- Years 2 and 6 - end of Key Stage assessments
- Year 4 Multiplication Check

How do we grade the children?

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.

We use the following categories to assess pupil knowledge of the curriculum, against age-related expectations, in each core subject area:

- Emerging
- Developing
- Secure, reflecting that age-related objectives have been achieved
- Greater Depth – going deeper than expected into their age-related objectives

Emerging	No independence
----------	-----------------

	The children have been there when it is taught
Developing	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

Within foundation subjects, children are assessed under the following categories:

- Below expectations
- Meeting expectations
- Exceeding expectations

### **Early Years - Reception**

Class teachers will use a combination of the EYFS profile at the end of the year and the baseline assessment to measure children's progress.

#### **Baseline:**

- Within the first 6 weeks of Reception children starting school an English and early maths, literacy, communication and language assessment is administered. The RBA will be used to create school-level progress measures which will show the progress pupils make from reception until the end of key stage 2.
- Further to this, teachers conduct their own baseline assessment across all 7 areas of learning based on the 2021 Development Matters document to see where children are and to then inform future planning. Children are assessed half termly to monitor progress and to identify any gaps in learning and this is added to our school tracking system.

#### **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 effective 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 DC Pro 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 - meeting the level of development expected at the end of EYFS.

### **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.

### **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 scrutinies, feeding findings back to members of staff
- Participate in moderation schemes in the Local authority, with local schools and moderating events (Babcock learning)

### **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.

## **Monitoring**

The head teacher monitors DCPro regularly and pupil progress is discussed routinely in staff meeting. 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.

Fourlanesend Values:

- Respect and Responsibility
- Enthusiasm for Learning
- Confidence
- Honesty
- Kindness

These are integrated and embedded throughout the curriculum and life at Fourlanesend.