

# FROXFIELD CE SCHOOL

Review Cycle:-	Bi-annually	Date of Next Review:-	January 2022
Approver:- Chair of SDG	Signed:-  Date:-	Approver:- Head Teacher	Signed:-  Date:-

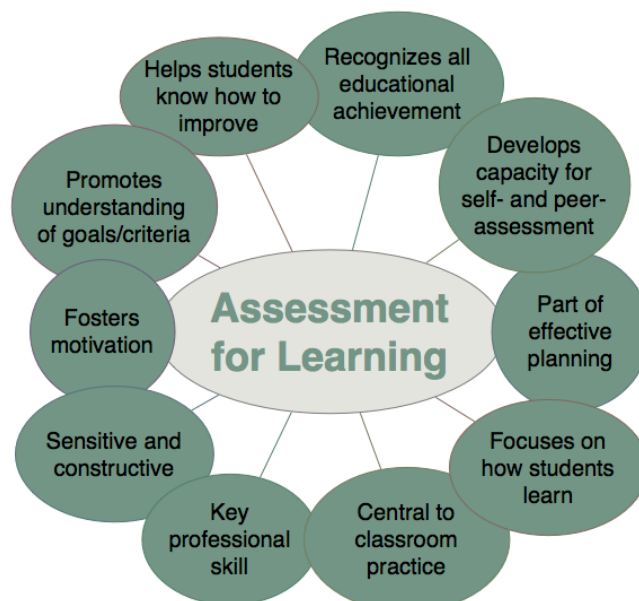
## Assessment Policy

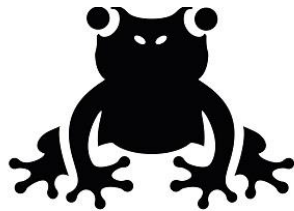
### Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parents' evenings and a full written report at the end of the year ensures that teachers and parents are working together to provide the best possible educational outcomes for children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. The analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.





## **FROXFIELD CE SCHOOL**

### **Purposes**

The purpose of assessment in our school is to provide information: -

- For children to demonstrate what they know, understand and can do in their learning.
- To help children understand how well they are doing and what they need to do next to improve their learning.
- To allow teachers to plan learning opportunities that accurately reflect the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the headteacher with information which allows her to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

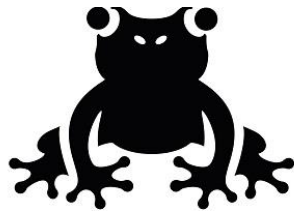
### **Responsibilities**

#### **Headteacher**

- To maintain an overview of assessment and achievement across the school.
- To ensure assessment requirements pay careful consideration to teacher workload.
- To monitor and develop consistency across the school.
- To collate and analyse a variety of assessment data and utilise the information to support school improvement and thus raise standards at a whole school level.
- To keep up to date with current research and practice.
- To ensure that statutory requirements are met.
- To review and update the policy, in consultation with Governors.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To plan for and implement the procedures for pupil progress meetings
- To lead pupil progress meetings
- To inform Governors about the school's performance on at least a termly basis.

#### **Key Stage Leaders**

- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.



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### **Subject Leaders**

- To ensure plans include clearly defined learning objectives and key questions against which progress can be assessed.
- To support staff in the development of key objectives in their subject.
- To support staff in assessment against key objectives and questions.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and continue to improve the quality of provision within their subject area.

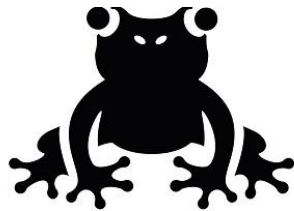
### **Class Teachers**

- Identify learning objectives to be assessed on medium term plans.
- To set individual targets for pupils at least termly.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments in accordance with this policy.
- To provide up-to-date assessment information to the headteacher termly.
- To prepare information and analysis of assessments in preparation for Pupil Progress Meetings.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide assessment information to subject leaders.
- To ensure appropriate records are kept and Individual Tracker Files are updated at least termly.
- To record progress against key objectives for foundation subjects.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that Personal Learning Plans (PLPs) are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

### **Principles**

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment.
- To keep manageable individual assessment records.
- To collect assessment information at whole school, cohort and individual level, to be used to improve provision and outcomes.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about the implications of the assessment information in terms of the performance of the school.
- To use the assessment information as a key tool in the School Improvement Planning cycle.



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### Process



### **Ongoing Formative Assessment**

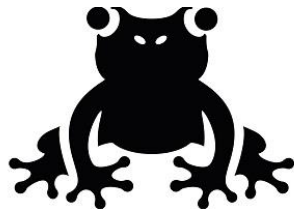
We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning objectives and steps to success for lessons
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – often by teachers and LSAs, either focussed or interactive.
- Providing regular opportunities to review learning against the steps to success throughout the lesson,
- Involving the children in peer and self-assessment by setting pupil targets and steps to success which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Informal assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focussed marking against learning objectives and steps to success (see Feedback and Marking Policy).
- Sampling pupils' work
- Discussions with pupils
- Carrying out diagnostic assessments e.g. phonics tests, spelling tests, Precision Teaching, Sandwell Maths.
- Using assessments and feedback from marking to inform the next stages of learning and teaching.

### **Summative Assessments**

Assessments of each pupil's achievement against the expectations within the National Curriculum are carried out on a termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to inform parents, to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- Assessments are carried out using the Foundation Stage Profile in Reception.
- In Key Stages 1 and 2 teachers use year group objective tracking sheets, based on the Hampshire Assessment Model, to make assessments of individual children based on a range of evidence.



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- In year 2 and year 6, National Curriculum assessments are carried out in reading, GPS and maths.
- In school summative assessment tests are carried out at the end of year 3, year 4 and year 5.
- Writing is assessed drawing on evidence of a range of independent writing.
- Class teachers ensure that assessment information is recorded in Individual Trackers and passed to the headteacher/Assessment Manager for analysis.
- Class teachers review the assessment information for their class at least termly focusing on how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support. This information feeds into Pupil Progress Meetings.

### **Data Analysis**

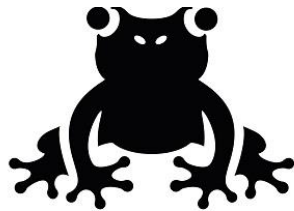
- The headteacher utilises the assessment data to carry out an analysis of the data each term. This information is utilised to inform the :-
  - Pupil Progress meeting discussions,
  - Planning for individual and group interventions,
  - School Self Evaluation,
  - Termly headteacher report to Governors,
  - Termly data report to the Curriculum & Learning Committee,
  - School Improvement Planning

### **Pupil Progress Meetings**

- These are held on a termly basis and are attended by the class teacher and headteacher as follows:-
- Prior to the meeting the headteacher and teacher analyse the data to identify key areas for discussion within the meeting.
- The foci of the pupil progress meetings are:-
  - To discuss attainment and progress generally within the class using the headteacher's termly data analysis and teacher's knowledge of pupils and context
  - To identify any attainment and progress issues for particular groups of pupils (boys, girls, SEN, FMS, disadvantaged)
  - To set targets for all pupils and identify those that require additional support, devising plans/programmes to accelerate progress.

### **End of Year Assessments**

- A summative assessment is made at the end of each year in Reading, Writing, Maths and Science and the parent reports indicate how well each pupil is attaining compared to the expected standard for the year group. Children will be assessed as having achieved national expectation, working towards national expectation or exceeding national expectation.
- Each child is also assessed against key objectives in the foundation subjects as developing, achieving or exceeding.
- Assessment data is reported annually to the Local Authority/DFE at the end of:-
  - Reception
  - Year 1 (Phonics Screening Test)
  - Year 2
  - Year 4 (Tables Test – introduced in 2020)
  - Year 6



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### **Marking and Feedback**

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. See *the Feedback and Marking Policy for detailed information.*

### **Recording**

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on the school internal computer system.

### **Assessment Moderation**

- Staff meetings are used for assessment moderation to ensure that all teachers have a shared understanding of assessment practices and standards.
- Teachers moderate work across the cluster as part of the Small Schools Group.
- Assessment moderation is also carried out by subject leaders sometimes working with other schools in order to ensure consistency and against the standards materials.
- The school is subject to a four-yearly moderation cycle from the LA for EYFS, KS1 and KS2.

### **Monitoring and evaluation**

- The headteacher ensures that this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- Subject leaders carry out monitoring on a termly basis and carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.

### **Reporting to Parents**

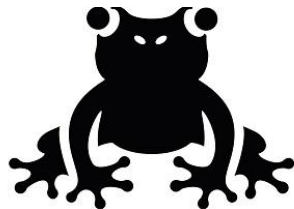
Reports to parents are given verbally at parents' evenings at least twice a year with information on the children's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Their child's social and emotional development, learning behaviours etc.

Open Wednesday is available weekly, at 3.15pm, to enable parents to see their child's work and talk with the class teacher. In addition more formal meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

### **S.E.N.**

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.



## **FROXFIELD CE SCHOOL**

### **Transition and Transfer**

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers.
- When children move schools, relevant information is transferred to the next school.

### **Equal Opportunities**

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement

This policy will be monitored by the headteacher and Curriculum & Learning Committee and reviewed at least every two years.