



Assessment Policy

'The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains.'

*Inside the Black Box
Paul Black and Dylan Williams*

Equal opportunities commitment

At Bells Farm we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Safeguarding commitment

The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. We recognise that our children have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the latest version of the Statutory DfE Guidance 'Keeping Children Safe in Education' to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

1. Rationale

At Bells Farm Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.



Summative assessment is important for accurate information regarding a child's attainment and progress. It also informs whole school target setting.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

3. Types of assessment:

At Bells Farm Primary, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment *for* Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.



Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through a combination of standardised tests and best fit teacher assessments at any given point in time
- record performance in a specific area by a specific date
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

4. Planning for assessment

- The National Curriculum (2014) and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The National Curriculum and the Bells Farm Primary Curriculum which has been constructed from this document are used to inform our curriculum overview and medium and short term planning. We use the assessment guidance in these documents to help us identify each child's level of attainment.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child.
- Teachers use focused assessment of children's progress in relation to the planned learning objectives. Teachers use this information within the lesson and when planning for subsequent lessons. Further details of this can be found in the Marking and Feedback Policy.
- Assessment Schedule and reporting schedule (see Appendix 1)

Assessment and Reporting in the Foundation Stage

The Development Bands and the Foundation Stage Profile are the nationally employed assessment tools that enable teachers to record their observations throughout the Foundation Stage. We use it as a tool to summarise pupils' progress towards the Early Learning Goals on a termly basis. It covers each of the seven areas of learning contained in the Statutory Framework for the Early Years Foundation Stage.

Observation forms an integral part of our daily teaching practice in the Foundation Stage and is carried out by the teachers and other adults in both settings. Assessments of children's learning are used to inform future planning and ensure learning experiences are matched to the needs of the pupils. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.



During the first term, the Foundation teachers assess the ability of each child, using the Development Matters Bands. These baseline assessments allow us to identify patterns of attainment within the cohort, and set learning targets for the year ahead.

Each teacher keeps individual pupil learning journals, and uses these to inform pupil progress. These journals are created electronically using the 2Simple App. These pupil records contain a summary of a wide range of evidence collected through observations over each term. These observations are used to plan the next steps for the learner. The electronic learning journals are parentshared with the parents every month and are discussed in depth at each stay, play and chat parents evening sessions each term.

Each term, the class summaries are used to monitor pupil progress and inform future planning. At the end of the final term in FS2, we send a summary of these assessments to the Local Authority for analysis. The child's next teacher uses this information to make plans for the year ahead. Towards the end of the summer term, the Foundation Stage Leader meets with the year one teacher to discuss each child with reference to their Early Years Foundation Stage Profile (EYFSP). The summary for each child is shared with parents and the next steps for learning identified for their transition into Key Stage One.

Parents receive an annual report that informs parents on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's progress and next steps for learning. We complete these in June, and send them to parents in June each year.

On the annual report teachers will also inform parents on the different ways that their child learns. This information is based upon the three characteristics of effective teaching and learning:

- playing and exploring – children investigate and experience things, and have a go
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things



Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria for each lesson. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use a range of objectives for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing and maths.
- A variety of tests are used as part of the assessment process to identify progress and gaps in learning. This materials used will be subject to change over time as other tests are developed against new National Curriculum outcomes.
- The provision maps ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- The FSM register ensures that FSM children are supported appropriately and their needs assessed regularly, and that the gap between different groups of children is narrowed or closed.
- Best fit judgements against each of the key objectives are made for each child in reading, writing and maths, and this is fed into the school's adopted electronic tracker system: Classroom Monitor.
- Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for children.

5. Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups. See appendix 2.

Results of published tests are used to inform teacher assessments against key objectives.

6. Moderation

Regular moderation of judgements against key objectives takes place each term to ensure consistency of decisions as to whether a child is emerging, expected or exceeding the expectation of the milestones. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum objectives or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 1, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.



7. Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Curriculum Policy



Appendix 1: School assessment and reporting Schedule

Autumn 1	<ul style="list-style-type: none"> • On entry data for Foundation Stage Profile in Nursery and Reception • Senior Leaders analyse SATs and in year assessment results • End of year targets set • Classroom Monitor data updated regularly • Assessment moderation meetings • Parents' consultation meetings
Autumn 2	<ul style="list-style-type: none"> • Assessment moderation meetings • Assessment week for end of term testing • Pupil progress meetings • SEN intervention trackers reviewed • Classroom Monitor fully updated
Spring 1	<ul style="list-style-type: none"> • Classroom Monitor data updated regularly • Assessment moderation meetings • Parents' Consultation Meetings
Spring 2	<ul style="list-style-type: none"> • Pupil Progress Reviews • SEN intervention trackers reviewed • SEN Reviews
Summer 1	<ul style="list-style-type: none"> • Assessment moderation meetings • End of year reports produced • Prepare class hand-over folders • Year 6 SATs fortnight • Year 2 SATs (on-going throughout the half term) • Local Authority SATs moderation meetings for Reception, Year 2 and Year 6



Summer 2	<ul style="list-style-type: none">• Year 1 phonics screening• Pupil Progress Reviews• SEN intervention trackers reviewed• Report EYFSP to Local Authority• Report Year 1 Reading Assessment results to Local Authority• Report Years 2 SATs results to Local Authority• Report all results of statutory assessments to parents• Annual reports sent to parents• End of year transition Meetings• Class handover meetings (current teacher meets receiving teacher to share information)
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Appendix 2: Assessment materials, tools and tests:

Reading	<ul style="list-style-type: none"> • Focused assessment and marking • Pupil observations • Book/work scrutiny • Guided Reading Records • Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words) • Teacher planned comprehension tests/activities every fortnight • Half-termly Rising Stars Comprehension and SPAG tests • Half-termly Phonic phase assessments (including flashcards, real/invented word tests, sight recognition of high frequency words)
Writing	<ul style="list-style-type: none"> • Focused assessment and marking • Pupil observations • Book/work scrutiny • Writing samples (independent where possible) • Phonics assessment (spelling of high frequency words; observation of spelling of graphemes/alternative graphemes) • Results of class tests (e.g. weekly spelling tests)
Maths	<ul style="list-style-type: none"> • Focused assessment and marking • Pupil observations • Book/work scrutiny • Results of class tests (e.g. weekly Number Clubs) • End of term progress tests

This policy will be reviewed annually
Person(s) responsible: Mark Johnston

Date of policy: September 2017
Date of review: September 2018