



Assessment Policy

Reviewed by SSB Board on: 7th November 2022

Review Period Every 2 Years

Next Review Due November 2024

ASSESSMENT POLICY

This policy has been formulated by all members of staff, and in consultation with pupils, to maximise the learning opportunities for all children.

This policy supports the Rights Respecting ethos of Parley First School by seeking to ensure that all organisations concerned with children should work towards what is best for each child (Article 3), children should have the right to say what they think should happen and to have their opinions taken into account (Article 12) and all children and young people have the right to primary education, which should be free (Article 28).

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Principles

Accurate and informed assessment provides valuable data for the teacher in planning learning for pupils. The communication of this with the community demonstrates the school's abilities to effectively oversee, plan and develop its curriculum on both an individualised and whole school basis.

It is a continuous process by which teachers find out about their pupils capabilities and achievements. It is an integral part of the National Curriculum statutory procedures. This policy outlines the purposes and management of assessment in our school. The implementation of this policy is the responsibility of all staff.

Aims

At our school we make assessments in order to:

- help all children, including those with SEND and the more able to make progress,
- monitor progress and support learning,
- recognise the achievements of pupils,
- identify and inform planning for next steps in learning,
- inform parents of their children's progress,
- promote continuity and progression between year groups, key stages and schools,
- assist in the evaluation of the success of the curriculum delivery,
- inform future planning, teaching and curriculum development
- ensure a consistent approach to judging children's attainment,
- encourage teacher reflection on teaching and learning styles used,
- support the professional development of teachers,
- provide information to external auditors.
- comply with statutory requirements

Types of assessment

a) Summative assessment

These occur at defined periods of the academic year and include Statutory Assessment at the end of Foundation, Year 1 and Year 2. Our programme of

planned formal assessments provides a summary of children's achievements at each stage of their schooling. The results of these assessments provide information:

- about individual children's progress and identify particular strengths and areas for development against age related expectations
- to enable progress of individual children, cohorts of pupils and specific groups to be tracked,
- for whole school target setting,
- for specific subject area target setting with reference to level descriptors,
- to plan and provide for all children including those with special educational needs,
- for the school development plan,
- for continuing professional development.

Statutory assessment at the end of Foundation, Year 1 and Year 2 is completed according to current regulations provided by Department for Education

b) Formative Assessment/Assessment for Learning (AfL)

Formative assessment is a systematic and continuous process throughout the school. It is carried out as part of the normal day to day classroom activities. It gives pupils the opportunity to demonstrate their knowledge and understanding, to assess their own success and identify next steps for learning. Such observations may be recorded through written accounts, photographs or video. Foundation Stage parents are encouraged to complete Wow stars to highlight children's achievements at home to compliment the Foundation Stage Profile. All of these can provide a focus for discussion with children, parents, year partners and on transfer to next year group, key stage or phase.

Assessment for Learning has been implemented across all school years from YR to Y4 in order to strengthen our assessment procedures and to fully involve children in all aspects of their learning.

There is a structured approach to termly assessment of reading and writing, so that teachers can track pupils' progress and use diagnostic information about pupils' strengths and areas for development and further enhance AfL. It is a process of periodic review of work already done, not a new assessment event. Judgements will be formalised termly and moderated internally and externally within the Ferndown Pyramid.

A range of in-class strategies is used to make assessments of learning. These include:

- questioning to check understanding and to take learning forward,
- written and oral feedback to children -
- pupil observation and discussion
- liaison with year partners and with support staff,
- using a variety of techniques during lessons to determine understanding of learning objectives,
- marking using Tickled Pink and Growing Green
- self and peer assessment in KS1 and KS2 with pupils using purple pens to respond to feedback and marking from Yr 2 upwards

Assessment for learning and summative assessments enable teachers to amend short and medium term planning to allow children to reach potential.

Guidance on assessment within individual subject areas and SEND can be found within the relevant policy. The Deputy Headteacher works alongside the Head Teacher, SENDCO and subject leaders in the development of assessment.

School Pupil Tracker

All teachers will update teacher assessments online using School Pupil Tracker every term. Analysis of data will take place termly and parents will have constant access to the site to monitor progress. Information will also be shared at parent consultations.

Equal opportunities

Assessment procedures are carried out without bias in respect of gender, race or social background and with due regard to children's disability.

The progress of vulnerable groups of children is monitored by the SLT, SENCO and Literacy/Numeracy subject leaders and class teachers.

Reporting

Parent/carer-teacher consultations are held in the Autumn and Spring Term, with additional initial consultations being held in September for all Reception parents. An online report is available for all parents at the end of the Summer Term. In this term parents are given opportunities to discuss any issues arising from the report.

Parents/carers receive the results of statutory assessment in all areas of the curriculum at the end of Reception, in Phonics at the end of Year 1 and in Literacy, Maths and Science at the end of Year 2.

Feedback or concerns may be shared with parents at other times as appropriate.

Baseline assessments are reported to the local authority during the Autumn term and Foundation Stage profile, Year 1 and Year 2 Statutory assessments are reported to the local authority during the second half of the summer term in line with LA deadlines.

Reviewed every 2 years

First reviewed in 2018

Appendix 1

Reception Assessment

Autumn Term	Spring Term	Summer Term
LAS Phonic check	LAS Phonic check	LAS Phonic check
Individual reading records (when applicable)	Individual reading records	Individual reading records
Analysis of transition from pre-school plus Tracking document completed with baseline assessment.		
Baseline assessments completed, reported to local authority and added to SPTO		
Continuous assessment for FSP	Continuous assessment for FSP	Foundation Stage Profile completed
Review foundation stage profile and input in SPTO	Review foundation stage profile and input in SPTO	Foundation Stage Profile completed and input in SPTO
Literacy targets	Literacy targets	Literacy targets
Numeracy targets	Numeracy targets	Numeracy targets
Set IEP targets	Review IEP targets	Review IEP targets. Summarize targets for Year 2 on IEP

Checking Reception / KS1 sight vocabulary	Checking Reception / KS1/LAS sight vocabulary	Checking Reception/KS1/LAS sight vocabulary
Parent Consultations	Parent Consultations	Annual report – comments relate to Foundation Curriculum seven areas of learning and 3 characteristics of learning
		Discussions with Year 1 teachers, re transfer, to include learning groupings for Autumn term
<p><u>To be passed on to Year 1</u></p> <ul style="list-style-type: none"> ▪ SEND and pupil premium recommendations ▪ More Able recommendations ▪ Medical information ▪ Parental consent summary ▪ Individual reading, phonic and sight vocabulary records ▪ Foundation Stage Profile ▪ Foundation Stage report comment slips ▪ IEPs/Provision Maps ▪ Learning Journal 		

Year 1 Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records
Guided Reading records	Guided Reading records	Guided Reading records
Set short term and end of year Literacy targets	Review and update short term Literacy targets	Review short term and end of year Literacy targets
Set short term and end of year Numeracy targets	Review and update short term Numeracy targets	Review short term and end of year Numeracy targets
Update assessment information on SPTO for Reading, Writing, Mathematics and Science	Update assessment information on SPTO for Reading, Writing, Mathematics and Science	Update assessment information on SPTO for Reading, Writing, Mathematics and Science
Reading & spelling of LAS words	Reading & spelling of LAS words	Reading & spelling of LAS words, including Year 2 words
Set IEP targets	Review IEP targets	Review IEP targets. Summarize targets for Year 2 on IEP
Parent consultations	Parent consultations	Annual reports
		Discussions with Year 2 and Reception teachers, re transfer into and out of Year 1
		Statutory phonics assessment

To be passed onto Year 2

- Learning groups for each class
- LAS word and spelling checks
- IEPs/Provision Maps new targets for Autumn Term
- Medical information
- Parental consent summary
- Report comment slips
- Phonics screening results on SPTO
- Individual reading records and new Guided Reading Group Recommendations
- Literacy, Numeracy and Science tracking on SPTO
- Learning Journals

Year 2 Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records
Guided Reading records	Guided Reading records	Guided Reading records
Set short term and end of year Literacy targets	Review and update short term Literacy targets	Review short term and end of year Literacy targets
Set short term and end of year Numeracy targets	Review and update short term Numeracy targets	Review short term and end of year Numeracy targets
Reading & spelling of Common exception words	Reading & spelling of Common exception words	Reading & spelling of Common exception words
Update assessment information on SPTO for Reading, Writing, Mathematics and Science	Update assessment information on SPTO for Reading, Writing, Mathematics and Science	Update assessment information on SPTO for Reading, Writing, Mathematics and Science
Unaided writing journal	Unaided writing journal	Unaided writing journal
Set IEP targets	Review IEP targets	Review IEP targets. Summarize targets for Yr3
	Salford reading test (January)	Salford reading test (May/June)
Parent consultations	Parent consultations	Annual reports
		End of Key Stage assessment (SATs and TA)

		Discussions with Year 1 and 3 teachers, re transfer into and out of Year 2
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To be passed on to Year 3

- Learning groups for each class
- LAS word and spelling checks
- IEPs/Provision Maps new targets for Autumn Term
- Medical information
- Parental consent summary
- Report comment slips
- Phonics screening results on SPTO
- Individual reading records and new Guided Reading Group Recommendations
- Literacy, Numeracy and Science tracking on SPTO
- Salford reading scpres
- Learning Journals
- Unaided writing Journals

Year 3 Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records
Guided Reading records	Guided Reading records	Guided Reading records
Set short term and end of year Literacy targets	Review and update short term Literacy targets	Review short term and end of year Literacy targets
Set short term and end of year Numeracy targets	Review and update short term Numeracy targets	Review short term and end of year Numeracy targets
Reading & spelling of Common exception words	Reading & spelling of Common exception words	Reading & spelling of Common exception words
Update assessment information on SPTO for Reading, Writing, Mathematics and Science	Update assessment information on SPTO for Reading, Writing, Mathematics and Science	Update assessment information on SPTO for Reading, Writing, Mathematics and Science
Set IEP targets	Review IEP targets	Review IEP targets. Summarize targets for Yr4
Parent consultations	Parent consultations	Annual reports
	Salford reading test (January)	Salford reading test (May/June)
		Discussions with Year 2 and 4 teachers, re transfer into and out of Year 3

To be passed on to Year 4

- Maths and Literacy ability groups for each class
- Foundation Subject assessments
- Word and spelling checks
- Salford Reading Test Scores
- IEPs/Provision Maps new targets for Autumn Term
- Medical information
- Parental consent summary
- KS1 Results
- Reports comment slips
- Individual reading records and new Guided Reading Group Recommendations
- Reading, Writing, Mathematics and Science on SPTO

Year 4 Assessment

Autumn Term	Spring Term	Summer Term
Individual reading records	Individual reading records	Individual reading records.
Guided Reading records	Guided Reading records	Guided Reading records
Set short term and end of year Literacy targets	Review and update short term Literacy targets	Review short term and end of year Literacy targets
Set short term and end of year Numeracy targets	Review and update short term Numeracy targets	Review short term and end of year Numeracy targets
Reading & spelling of Common exception words	Reading & spelling of Common exception words	Reading & spelling of Common exception words
Update assessment information on SPTO for Reading, Writing, Mathematics and Science	Update assessment information on SPTO for Reading, Writing, Mathematics and Science	Update assessment information on SPTO for Reading, Writing, Mathematics and Science
Weekly Mental Maths Test	Weekly Mental Maths Test	Weekly Mental Maths Test
Set IEP targets	Review IEP targets	Review IEP targets. Summarize targets for Middle School

Parent consultations	Parent consultations	Annual reports
	Salford reading test (January)	Salford reading test (May/June)
		Optional Y4 Progress tests /TA results
Liaison with FMS re previous year group.		Liaison with FMS: <ul style="list-style-type: none"> ▪ Year leader ▪ Class teachers ▪ SEND co-ordinator
<p><u>Transfer documents to FMS:</u></p> <ul style="list-style-type: none"> ▪ Information requested from Middle Schools, including ▪ Academic achievement ▪ More Able pupils ▪ IEPs/Provision Maps ▪ Instrumentalists having peripatetic tuition ▪ Social/friendship information 		

Appendix 2

APP will be used as the school standardised measure to assess National Curriculum Writing and Reading, with child-speak key objectives being used to assess Maths. Class records will be used to collate evidence observed at different levels.

Termly Planning should include at least five opportunities for applied and purposeful writing, reading and maths across the curriculum. There is no need to collate or gather this work as evidence but it should be cross referenced as part of the assessment process, so any external moderators can see it if required.

In line with our Creative Curriculum (Cross curricular) approach to teaching and learning, teacher assessment should draw on the full context of pupils' work so that evidence for each of the subjects will be collected from all areas of the curriculum.

In the Spring Term we will hold an in-school session to moderate our judgements of writing. In the Summer Term there will be a moderation event held within the Ferndown pyramid to ensure consistency of levelling, to support smooth transitions to the Middle School as well as an in-school session to moderate our judgements of reading and maths.

Throughout the year the Literacy and Numeracy coordinators will, alongside the SLT, monitor progress of children and undertake scrutiny of work to further moderate levels and expectations.