



Assessment Policy

Updated Sept 2020

ASSESSMENT POLICY

Statement

Assessment provides a framework in which educational objectives can be set and pupils' progress charted. It is a way of planning the next step in response to children's needs. Assessment should continually provide 'feedback' and 'feed forward'. Overall, the purpose of assessment is to improve standards and raise pupil achievement.

AIMS

At the Beamish and Pelton Federation of Schools, we believe it is important to involve every child, where possible, in the process and outcome of assessment in a positive way. Assessment for Learning (AFL) has been developed as a whole school approach so that children are fully aware in every lesson of what they are learning and how they can achieve success.

OBJECTIVES

- ◆ To involve children in their own learning and assessment by using learning intentions and success criteria in lessons
- ◆ To use the results of assessment to guide the next steps for the teacher and the pupil
- ◆ To provide assessments for those children deemed as having special educational needs in line with requirements of the Special Needs Code of Practice
- ◆ To use a variety of assessment techniques
- ◆ To develop an overall picture of a child's progress over time (value added)
- ◆ To monitor standards of achievement in school
- ◆ To analyse standard assessment test results and use the findings to address areas of need.
- ◆ To use ASP, FFT and LA data to measure school effectiveness
- ◆ To provide concise, manageable, and meaningful records of achievement

Principles and Considerations

In devising this policy of assessment procedures and guidelines, the following principles and considerations need to be taken into account:

- ◆ continuous assessment of Foundation Stage children is carried out using the Foundation Stage assessment which begins on entry to Nursery and follows through into Reception. This assessment feeds into the Foundation Stage Profile at the end of the Reception year
- ◆ continuous assessment of KS1 and KS2 children is carried out informally by teachers all of the time using milestones which track progress against the objectives of the new national curriculum.
- ◆ good assessment is based on and linked to good planning
- ◆ assessment techniques should be varied and tailored to what is being assessed
- ◆ pupils should know what they are meant to be learning and how to achieve success
- ◆ accurate assessment is promoted by gathering evidence over time

- ◆ there are statutory testing arrangements at KS1 and KS2
- ◆ time available for teaching and assessing
- ◆ how much assessment needs to be recorded and in what format
 - ◆ there is a constant need to monitor and raise standards

Testing

Various statutory and non-statutory tests are carried out within school. (See Assessment Calendar)

Moderation

Staff should take every opportunity to moderate their teacher assessments with colleagues across the team, school and/or federation.

EYFS Moderation

Consistency of EYFS assessments and EYFS Profile will be ensured through school and local authority moderation meetings. Practitioners will take part in moderation activities specified by the local authority with such information relating to the EYFS Profile and assessment as they may request.

Pupil Progress

Children should be making good progress at all times and we monitor this using the available data.

The new national curriculum does not operate with levels. Instead the school has adopted 'milestones' which indicate what children should be competent in at the end of each year. Each teacher uses an IT assessment tool called Frog Progress to track the children's progress against the national curriculum objectives. At the end of each unit of work, term and year, teachers must assess in which objectives the children have achieved competency by marking them as Working Towards, Secure or Exceeding in the taught objectives. Children working below the ARE are assessed against objectives from the year group below.

Recording and Reporting Guidelines

Records are an evidence base from which information will be taken for different audiences and purposes. For continuity and progression all staff use the same recording formats:

- ◆ In EYFS a 'Learning Journal', using 'Tapestry' is compiled for each child. Attainment in each area of learning is marked onto EYFS assessment sheets. The baseline section of the Learning Journal records the children's starting points.
- ◆ FFT This data is updated regularly for numeracy and literacy and used to assess how secure the children are against the national standards
- ◆ Frog Progress Assessments This data is updated every half term for foundation subjects and used to assess how securely the children are against national standards.

Additional records include but are not limited to:

EYFS – RWI assessments, Guided Reading assessments

KS1 and KS2 – Phase Spellings, Rapid Recall, Reading Records

Good quality records provide us a secure base for reporting to parents.

Record keeping is part of our statutory requirements with regard to recording and reporting

Fischer Family Trust is used to set targets for each child at the start of the year in Reading, Writing and Maths in Years 1-6. These targets are based on the child's scores at the end of the previous key stage as well as their current performance.

Reporting

Keeping and Transferring Records

A copy of the end of year report is passed on to the child's next class teacher together with relevant assessments and analysis which will assist in planning and progress.

'Characteristics of Learning' reports are written for each child on entry to Nursery and Reception. These are updated at the end of the academic year. At the end of the Reception year, these reports are passed to Year 1 Teachers.

When a child transfers to another school, copies of records and reports are sent together with a completed transfer form.

When Year 6 children transfer to secondary education, specific information is passed on to the relevant school.

Reporting to Parents

Parents receive Autumn and Spring term reports which indicates the current standard the child is working at in Mathematics and Literacy against national expectations for the child's year group. The report also identifies 'next step' targets for each child.

For Nursery children, 'settling in' reports outline children's attainment and progress in PSE, Communication and Language and Physical Development and are completed after the baseline assessment is done. In Reception, children's attainment and progress in all areas of the EYFS curriculum are considered.

These reports are used as a basis for Parents Evening discussions.

Each parent will be invited to meet with the teacher on two formal occasions. One being during the Autumn term and one in the Spring term. The child's progress, together with any concerns will be discussed at this time. However, the Federation operates an open door policy, and parents are aware that they are welcome to discuss any matters pertaining to their child at a convenient time to themselves and the teacher. Teachers may also hold Structured Conversations with the parents of those children at risk of underachievement.

Parents will receive the Annual School Report towards the end of the Summer Term and this will include:

- a) Subject attainment against national standards
- b) Preparation for learning attainment, including attendance, behaviour and effort
- c) Targets for the year ahead
- d) Teacher comment
- e) An End of Key Stage Test results if appropriate

The Summer Term Report is a summary of achievements in all three terms, embracing all areas of the EYFS or National Curriculum. The Nursery and Reception class reports are in line with the seven areas of learning in the Early Years Foundation Stage curriculum.

EYFS Annual Report

In the final term of each child's time in Nursery and Reception practitioners will provide parents with a written summary of the child's progress and achievements in the seven areas of learning. Reception teachers will share the results of the EYFS Profile with parents, and, where a parent requests it, a copy of the EYFS Profile will be made available.

Special Education Needs

Children should always be given a test which is accessible to them and will evidence their current attainment and progress. Children with very limited progress due to their SEN should be assessed using PIVATs.

Some children may be disapplied from National tests but only in exceptional circumstances and with the approval of the Headteacher.

Some children may need additional tests to help diagnose special educational needs.

In Foundation Stage, EYFS assessments and the EYFS Profile will be completed for all children and where a child's learning and development does not meet the description of the level expected at the end of the EYFS for an individual Early Learning Goal, the outcome will be recorded as emerging. For those children with Special Educational Needs, it may be more appropriate to use the Early Years Development Journal.

Children in Year 1, working below the Y1 objectives, should be assessed using the Early Literacy and Early Maths Progression documents. By the start of the summer term, they should be assessed using PIVATs.

From Year 2 onwards, any child whose progress may otherwise be unmeasurable or very limited, should be assessed using PIVATs every half term. In this way, small progress steps may be measured. Eg. 2ca – 2cd. SSPs will address the provision for next progress steps.

ASSESSMENT CALENDAR 2020-21

ONGOING ASSESSMENTS

When	WHO	WHAT	PURPOSE
Ongoing	Nursery	Baseline Assessment	To give an accurate on entry baseline To monitor progress in the 7 areas of learning To provide information for future planning
Ongoing	Reception	Baseline Assessment EYFS assessment, leading into summative EYFS Profile in Summer Term	To give an accurate on entry baseline To monitor progress in the 7 areas of learning To provide information for future planning
Ongoing	Year 1(those still working on the EYFS objectives)	Reading, Writing and Maths Early Years Progression documents	To monitor progress in the transition from EYFS objectives to national curriculum objectives. To ensure appropriate target setting for those working towards the national curriculum.
Ongoing – during guided reading sessions	Year 1 – Year 6 passed from class to class	Speaking and Listening, Reading and Writing trackers on FFT Trackers	To monitor English progress. To help with target setting. To provide information for future planning
Ongoing – at the end of every unit	Year 1 – Year 6 passed from class to class	Maths tracker on FFT Trackers	To monitor progress in Maths. To help with target setting. To provide information for future planning
Half -termly	EYFS (SEN)	Tapestry	To ensure an accurate measure of strengths and weaknesses. To enable very focussed teaching. To track even very small progress steps.
Half- termly	Year 1- 6 SEN	PIVATs assessment undertaken in the areas agreed with the SENCO	To ensure an accurate measure of strengths and weaknesses. To enable very focussed teaching. To track even very small progress steps.
Ongoing – at the end of each unit	Years 1-6	Science and Foundation Subjects trackers on Frog Progress. Numeracy and literacy trackers on FFT Trackers	To monitor progress. To provide information for future planning
Half termly	Reception – Y2 and then until	Read, Write, Inc phonics Assessments	To monitor progress. To provide information for future planning

	no longer necessary		To provide information for intervention work.
Weekly	Years 1 -6	Times tables/ Rapid Recall tests recorded in teachers' file	To practice mental operations. To monitor progress.
Ongoing	Reception until no longer necessary	Key Word Assessment from Read, Write, Inc	To monitor progress of reading and spelling the key words.
Weekly	Years 1-6	Spelling Phase Assessments HFW lists Statutory Year Group Spellings Phonic/ spelling patterns	To monitor progress. To provide information for future planning
Half-termly	Year 3-6	Spelling Trackers	To demonstrate progress through the spelling phases. To monitor ensure appropriate intervention are in place. To help with target setting and spelling phases.

AUTUMN TERM

When	WHO	WHAT	PURPOSE
September	Years 2-6	Spelling Test – Single Word Spelling Test B –Year 2, Test C – Year 3. Test D – Year 4, Test E Year 5, Test F – Year 6,	To get accurate spelling age. To monitor progress. To diagnose errors and next learning steps
September	Years 3-6	Salford Reading Tests Form X	To get accurate reading age. To monitor progress.
Dec	Y1-5	NFER Progress tests in Reading, Maths, Grammar and Punctuation	To indicate if pupils are on track to achieve the new national standards in English and Maths.
Dec	Reception – Year 6	Teacher Assessment for End of Term Reports to parents. This may be from classwork or more formal unprepared assessment tasks. Reports discussed at Parents’ Evening.	To inform parents/ carers of children’s levels in Reading, Writing and Maths and their next learning steps. To update whole school pupil tracking so progress can be monitored and interventions put in place where necessary.
Dec and when appropriate	Y6	Practice SATs	To indicate if pupils are on track to achieve the new national standards in English and Maths. To provide information for teachers to inform their planning.

SPRING TERM

When	WHO	WHAT	PURPOSE
January	Years 3-6 – SEN and underachievers	Salford Reading Tests Form Y	To get accurate reading age. To monitor progress.
January	Years 3-6 – SEN and underachievers	Single Word Spelling Test	To get accurate spelling age To monitor progress.
January	Year 3 and new Y4-Y6s	NFER Non-Verbal Reasoning Test	To gain further insight into pupil potential. To identify any pupil at risk of underachieving. To gain data for SEN paperwork purposes.
March	Reception – Year 6	Teacher Assessment for End of Term Reports to parents. This may	To inform parents/ carers of children’s levels in Reading, Writing and Maths and their next learning steps.

		be from classwork or more formal unprepared assessment tasks. Reports discussed at Parents' Evening.	To update whole school pupil tracking so progress can be monitored and interventions put in place where necessary.
March and when appropriate	Y6	Practice SATs	To indicate if pupils are on track to achieve the new national standards in English and Maths. To provide information for teachers to inform their planning.

SUMMER TERM

When	WHO	WHAT	PURPOSE
April	Years 3-6 – SEN and underachievers	Salford Reading Tests Form X	To get accurate reading age. To monitor progress.
April	Years 3-6 – SEN and underachievers	Single Word Spelling Test	To get accurate spelling age To monitor progress.
1 st half of summer term but not KS2 SAT week	Year 2	KS1 SATs for Reading, SPAG, and Maths	To verify the teacher assessment levels. To update whole school Pupil Tracking To provide data to DFS for future benchmarking and target setting.
May	Year 6	SATs week	To inform the children's future secondary schools about their achievements. To provide data to DFS for future benchmarking and target setting.
June	Year 1	National Phonics Check	To provide information about any gaps in children's phonic knowledge. To provide data to the DFS for future benchmarking and target setting.
June	Years 1, 3-5	NFER Reading , SPAG, Writing and Maths tests	To monitor progress of reading, writing and maths under test conditions. To use analysis to adapt planning to target learning needs. To update whole school Pupil Tracking.

