



# Assessment Policy

## 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 objectives and success criteria in lessons
- ◆ To use the results of assessment to guide the next learning steps for the teacher and the pupil
- ◆ To use a range of assessments to gain an understanding of pupils attainment
- ◆ To develop an overall picture of a child's progress over time
- ◆ To monitor standards of achievement in school
- ◆ To analyse standard assessment test results and use the findings to address areas of need.
- ◆ To use RBA, FFT and LA data to measure school effectiveness
- ◆ To use pupil progress trackers each term in EYFS to measure progress, determine gaps and implement interventions (developmental milestones taken from a range of sources including development matters, birth to 5, what to expect when, I can statements, practitioner experience and knowledge)
- ◆ To assess and demonstrate smaller steps of progress for children with significant and complex SEND by using AET framework and developmental journal.

### Principles and Considerations

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

- ◆ assessment of Foundation Stage children begins with a series of baseline activities for Nursery children and the addition of the Reception Baseline Assessment (RBA) for Reception Children. Continuous assessment of FS is carried out using the pupil progress trackers 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
- ◆ baseline assessment of our 2 year old children is conducted and a detailed progress check report is completed by their key worker and room lead which is then shared with parents and health professionals during an integrated review in school. Early identification of developmental concerns is swiftly acted upon by both health and educational professionals and relevant referrals put in place quickly.

- ◆ continuous assessment of KS1 and KS2 children is carried out informally by teachers to track progress against the objectives of the national curriculum.
- ◆ effective assessment is ongoing, and is planned for within lessons
- ◆ 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
- ◆ statutory assessment arrangements take place, including; 2 year progress check, end of Reception, Year 1 phonics, end of KS1 SATs, Year 4 multiplication tests and end of KS2 SATS
- ◆ 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) 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.

Children with complex and profound SEND may be assessed using the engagement model. This is used alongside internal assessments.

### **Moderation**

Staff should take every opportunity to moderate their teacher assessments with colleagues across the year group team, federation, local cluster and local authority.

### **Pupil Progress**

Children should be making good progress at all times and we monitor this using the available data. Teachers use the FFT assessment tool 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, Age related or Exceeding in the taught objectives. Children working significantly below ARE may be assessed against objectives from the year group below. EYFS pupil progress is tracked each term against pupil progress trackers (devised from a range of early childhood development documents e.g. Development matters, Birth to 5, What to expect when, etc) and children are assessed as 'on track' or 'not yet on track' and 'significantly 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 pupils attainment in each area of learning is marked onto EYFS tracking assessment progress sheets.
- ◆ Individual learning is assessed against national curriculum objectives on FFT, for all subjects, and used to assess how secure the children are against the national standards.

Additional records include but are not limited to:

RWI assessments, reading assessments, times tables, spellings

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

FFT 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' are reported to parents during parents evenings for children aged 2-5 years and specific CoEL reports are written for each child at the end of the Reception year, these reports are passed to Year 1 Teachers.

When a child transfers to another school, specific information is passed on to the relevant school.

### **Reporting to Parents**

Parents receive Autumn and Spring term target sheets 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, as well as a snapshot of attendance, attitude to learning and behaviour.

For Nursery children, 'settling in' meetings outline children's attainment and progress in Prime and specific areas with specific focus on PSHE, Communication and Language and Physical Development and are conducted shortly 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. Teachers also share SSPs and short notes for those children with SEND or those who are at risk of underachievement. 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.

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 following year (literacy and numeracy)
- d) Teacher comment
- e) Statutory assessment results if appropriate

ASSESSMENT CALENDAR 2022-23

ONGOING ASSESSMENTS

When	WHO	WHAT	PURPOSE
On entry	EYFS  (2's Nursery, 3-4 Nursery & Reception)	Baseline Assessment Activities <ul style="list-style-type: none"> <li>• Drawing me</li> <li>• Writing my name</li> <li>• I can count</li> <li>• My world</li> <li>• My Creation</li> </ul> EYFS assessment, leading into summative EYFS Profile in Summer Term for Reception children	To give an accurate on entry baseline To monitor progress in the 7 areas of learning - Prime areas and specific areas To provide information for future planning To identify early, any concerns with a child's development, put interventions in place and make relevant referrals with the health team
On entry  (within the first 2-3 weeks)	Reception	Statutory Reception Baseline Assessment (RBA)  <i>(Teachers must check any child new to Reception throughout the year has completed RBA – if they have not its teachers responsibility to ensure its completed)</i>	The <b>RBA</b> is a government statutory activity-based assessment of pupils' starting points in: language, communication and literacy mathematics. It is not used to label or track individual pupils. The data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.
Between 2 and 3 years old (2yrs 7m)	2's Key worker, Parents, HV or EYP	2 year Progress Check	The two year progress check is a <b>great opportunity for parents, guardians, carers and professionals to come together and collaboratively review a child's developmental progress in the three prime areas.</b> The check should identify their strengths, their interests, and where any further support or intervention may be required.
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	Year 1 – Year 6	Assess attainment against objectives for all subjects using FFT	To monitor progress. To help with target setting. To provide information for future planning

Half termly	Reception until RWI is completed	Read, Write, Inc phonics Assessments	To monitor progress. To provide information for future planning 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.
On going	Years 1-6	Spelling Phase Assessments HFW lists Statutory Year Group Spellings Phonic/ spelling patterns	To monitor progress. To provide information for future planning

AUTUMN TERM

When	WHO	WHAT	PURPOSE
September	Years 2-6	Spelling Test – Single Word Spelling Test A –Year 2, Test B – Year 3. Test C – Year 4, Test D Year 5, Test E – 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.
October	EYFS (2's, Nursery, Reception)	Baseline assessment data recorded onto Pupil Progress Trackers  <i>SEND / Pupil Premium / Summer Born</i>	To continue to monitor progress in the 7 Prime and Specific areas of learning To provide information for future planning and inform teaching To support accurate interventions
October	Nursery Reception – Year 6	Teacher Assessment for end of term target sheets, to be shared and discussed at parents evening. This may be from classwork or more formal unprepared assessment tasks.	To inform parents/ carers of children's attainment in Reading, Writing and Maths and their next learning steps.
October	Nursery Reception to Year 6	Pupil Progress Meetings; class teacher with team leader	To identify those pupils making good, sufficient and less than sufficient progress towards end of year targets To provide information to inform planning To identify those needing interventions To track progress and ensure children are on track to achieve their end of year targets
December	Y2-5	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.
December, 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.
December	Y1-Y6	FFT end of term teacher assessments against national expectations, in Maths and English	To update whole school pupil tracking so progress can be monitored and interventions put in place where necessary.
December	EYFS ( Nursery & Reception)	Autumn Pupil Progress Trackers <i>SEND / Pupil Premium / Summer Born</i>	To continue to monitor progress in the 7 Prime and Specific areas of learning

SPRING TERM

When	WHO	WHAT	PURPOSE
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.
January	Years 3-6 – SEN and underachievers	Single Word Spelling Test	To get accurate spelling age To monitor progress.
January	Years 3-6 SEN and underachievers	Salford Reading Test	To get accurate reading age. To monitor progress.
February	Nursery Reception to Year 6	Pupil Progress Meetings; class teacher with team leader	To identify those pupils making good, sufficient and less than sufficient progress towards end of year targets To provide information to inform planning To identify those needing interventions To track progress and ensure children are on track to achieve their end of year targets
March	EYFS (2's, Nursery, Reception)	Spring Assessment data recorded onto Pupil Progress Trackers <i>SEND / Pupil Premium / Summer Born</i>	To continue to monitor progress in the 7 Prime and Specific areas of learning To provide information for future planning and inform teaching To support accurate interventions
March	Nursery Reception – Year 6	Teacher Assessment for end of term target sheets, to be shared and discussed at parents evening. This may be from classwork or more formal unprepared assessment tasks.	To inform parents/ carers of children's attainment in Reading, Writing and Maths and their next learning steps.
When needed	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.
March/April	Y1-Y6	FFT end of term teacher assessments against national expectations, in Maths and English	To update whole school pupil tracking so progress can be monitored and interventions put in place where necessary.



## SUMMER TERM

When	WHO	WHAT	PURPOSE
April	Years 3-6 – SEN and underachievers	Salford Reading Tests	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.
May	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 Dfe 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 Dfe for future benchmarking and target setting.
May	Nursery Reception to Year 6	Pupil Progress Meetings; class teacher with team leader	To identify those pupils making good, sufficient and less than sufficient progress towards end of year targets To provide information to inform planning To identify those needing interventions To track progress and ensure children are on track to achieve their end of year targets
June	EYFS (2’s, Nursery, Reception)	Summer Assessment data recorded onto Pupil Progress Trackers <i>SEND / Pupil Premium / Summer Born</i>	To continue to monitor progress in the 7 Prime and Specific areas of learning To provide information for future planning and inform teaching To support accurate interventions
DEADLINE 30 <sup>th</sup> June 2023	Reception	Statutory EYFS Profile Assessment	For each of the 17 ELG’s teachers must make accurate judgements for each child’s level of development to be either Expected =2 or Emerging = 1 This data must be submitted well in advance of the deadline to the EY’s lead (they will then work with the office manager to input and submit data to the Local Authority) Local Authority will then submit data to the DFE by 31-7-23
June	Year 4	Multiplication Table Check	To provide information about any gaps in children’s times table knowledge.

			To provide data to the Dfe 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.
July	Nursery to Year 6	End of year individual pupil report	To inform parents/ carers of children's attainment in all subject areas, against national expectations. Next learning steps in reading, writing and maths. End of year attendance.
July	Reception	End of year individual pupil report and EYFS profile scores and CoEL	Teachers must complete an EYFS profile for each child at the end of reception year. Each child must be assessed against the 17 ELGs and teachers must provide a commentary on the 3 characteristics of effective learning. Next learning steps in reading, writing and maths. End of year attendance.