



Assessment Policy

September 2022

Agreed: Summer 2022

Review Term: Autumn 2024

Progress is, 'Knowing more and remembering more'.

Aims

Our aim at Fielding Primary School is to produce independent learners. We encourage our pupils to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both pupils' motivation and capacity to learn. Consequently, the strategies used within this policy and our teaching and learning frameworks¹, can have a considerable impact on raising achievement.

We believe the key purpose of assessment is to move all pupils on in their learning in order for them to be secondary ready. Continued monitoring of each pupil's progress gives a clear picture of what each child is doing and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood.

Purpose of assessment:

- as part of the learning process
- in order to provide developmental feedback
- to assess the impact of the curriculum and make judgements
- to inform curriculum design

Through assessing, recording and reporting on pupils' work, we aim to:

- enable pupils to know the Visible Learning² principles of 'where they are, where they are going and how they are going to get there' the pupils will understand what they have to do to reach end of Year and key-stage expectations;
- enable staff and pupils to plan more effectively;
- involve pupils and their parents/carers in their own learning;
- provide information to evaluate the impact of teaching;
- give pupils feedback on their achievements and areas for development, in order that they can learn more effectively.
- share with parents how well their child is doing in school

¹ Our Teaching and Learning Frameworks are based on Rosenshine's Principles of Instruction

² Visible Learning is an approach to teaching and learning based on the work of Professor John Hattie and his synthesis of over 800 meta-analysis relating to achievement. At Fielding we have developed a shared language of learning, this includes pupils, all staff members and parents. John Hattie states that pupils knowing the expectations of themselves results in the biggest impact, pupils at Fielding are 'assessment capable learners' this means they have a deep understanding of what effective learning is, where they are going, how they are going and where they need to go next with their learning.

Principles

The principles that underpin assessment at Fielding are:

- Assessment is used to shape the curriculum.
- Every child can achieve: teachers at Fielding have the mind-set, 'What do I need to do next to enable child in my class to achieve?'
- The Early Years Foundation Stage Profile and the National Curriculum objectives will be used as the expectations for all pupils.
- Most pupils will make age-appropriate progress – working 'at' age-related expectations, those who need to 'close the gap' will be required to make more progress. Those who have higher starting points ('above') will make required progress to remain 'above'.
- Teachers and subject leaders are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all pupils achieve.
- All learners need to understand what they are being asked to learn and more importantly, why through each learning challenge.

Procedures

Effective use of assessment will ensure that our curriculum remains fit for purpose. This assessment policy should be read alongside our 'Assessment Guide for Teachers' and our curriculum and progression maps.

All subjects are assessed in the following 3 ways:

1. Assessment as learning (e.g. daily review, low-stakes quizzes in lessons)
2. Assessment for learning/formative (e.g. adaptive teaching which responds to pupils' misconceptions),
3. Assessment of learning/summative (e.g. a formal written piece, test, drama, task to answer a set question – FLCC, mind-maps, semantics maps).

Our curriculum is carefully crafted towards end points, these end points (at the end of Reception and years 2, 4 and 6) enable teachers to make a judgement on how well pupils are moving through the curriculum.. These judgments are made at various points of the school day, week and year:

- within a lesson checking, for example: questioning, low stakes quizzing, live marking
- at the end of a learning challenge, for example: post-learning assessment or completing/creating an end product piece of work,
- distanced from learning at regular intervals – to find out how well new learning has been stored in the long-term memory, for example: assessment tests/quizzes/assessment tasks/creating own knowledge organiser

Non-core subjects

The Fielding Learning Challenge Curriculum is planned so that pupils make connections between new learning and what has already been learned. Pupils acquire knowledge and skills through a carefully planned progressive curriculum.

Teachers will use their own professional judgements to make regular (formative) assessments and one of two summative judgements at the end of the year:

- Working below expectations
- Working inline (at) with expectations

Teachers' professional judgements are informed by:

- knowledge organisers, annotated by pupils
- reflection sheets at the end of a challenge
- curriculum end point assessments

Pupils non-core curriculum books will travel with them through each key-stage as a record of what they know and remember.

Teachers' judgements will be moderated through regular work scrutiny and pupil discussion by the subject experts and by year groups in PPA.

Core subjects

Years 1 – 6

Summative assessments are used to assess what a pupil can do at a particular time and can be used for comparison.

The following formal summative assessments take place at Fielding:

- NFER Baseline, Reception Year
- NFER tests for reading and mathematics, Years 1 -6, twice a year, using age-standardised scores³,
- Teacher professional judgement for writing, twice a year
- End of key-stage assessment – Year 6 (summer term)
- Read Write Inc phonics assessments, as per phonics map
- Phonics screening check, Year 1 (and 2 for those who didn't meet the required standard in Year 1)
- Multiplication check, Year 4
- Benchmark Reading (at each assessment point)
- Diagnostic tests for targeted pupils (as required)

Early Years - Nursery & Reception

Class teachers use a combination of the EYFS profile and a baseline assessment to measure children's progress, termly.

Baseline:

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

³ Age standardised scores convert a pupil's actual score in a test (the 'raw score') to a standardised score. This score takes into account the pupil's age in years and months, giving an indication of how the pupil is performing relative to other pupils of the same age.

The average score is 100. A higher score is above average and a lower score is below average. About two-thirds of pupils will have standardised scores of between 85 and 115, so scores outside this range can be regarded as exceptional.

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of the Reception Year
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual pupils at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children in Nursery and Reception Years are assessed against the Prime and Specific areas of Learning in the EYFS profile, these are recorded on our on-line system, BromCom. Assessments are based on observation of daily activities and events. At the end of Reception for each early learning goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year

- Emerging, not yet reached the expected level of development
- Expected

Moderation and Standardisation

- Standardisation takes place during the Autumn term following the collection of baseline evidence.
- Weekly PPA meetings are used to moderate within each phase.
- Cross Phase moderation will take place at least once each term.
- Cross-school moderation will take place at Year R, 2, 4 & 6 at least annually.
- When selected, Local Authority moderation also takes place.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Reporting to Parents

- Parent online portal
- Annual report to parents via Bromcom
- Discussion with parents at parent consultation meetings, 3 times a year

Reporting to Governors

- Head teacher's report to Governing Board termly.

Assessment Cycle

