



Farley Hill Primary School

Assessment and Reporting Policy

Responsibility of	Curriculum Committee
Date of Policy	November 2024
Date of Review	November 2025 (if any changes necessary)

This document should be read alongside our Marking and Feedback Policy and Teaching and Learning Policy.

Aims

At Farley Hill Primary School, we believe that the key aim of assessment is to **support the children's development and their progress**. Through our assessment and reporting practice, we aim to:

- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Give children effective feedback so they know what they have done well and what they need to improve.
- Enable all children, including children with Special Educational Needs and Disabilities (SEND), to make effective progress.
- Help set targets and involve children in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.

Principles

The principles that underpin assessment at Farley Hill Primary are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?'
- Assessment of pupil's attainment and progress is directly linked to the National Curriculum and evaluates children's knowledge and understanding of subject objectives.
- Assessment is used to ensure that all children make progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. A success criteria is shared, or formulated, at the start of each session and children's work is assessed against this criteria.
- Strategies are used to ensure that children have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at Farley Hill:

Formative Assessment

This is used by our teachers to evaluate children's knowledge and understanding on a day-to-day basis and to adapt teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, a term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how children are performing in comparison to children nationally.

Procedures – Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess children's understanding of individual learning objectives or key questions and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve children's understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and resources to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- Observational assessment
- 'Live' feedback in lessons to children
- Scanning work in the lesson for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with children.
- Next step marking and feedback (see Marking and Feedback Policy).

Formative assessment is used to show what children have learned well and what they still need to work on, and identifies areas for next steps. Continual assessment for learning enables children to make progress.

Procedures – Summative Assessment

End of Term Summative Tests (Years 1 to 6) – Maths, Reading, Writing and GPS

Once every term, we hold an assessment week using summative test papers (published by NFER or Rising Stars). These tests give a good indication of whether children are working towards, meeting or exceeding year group expectations for this time of the year.

Following this, the Assessment Lead/s meet to analyse the results and to plan appropriate targets and support. Data is reviewed with teachers in Pupil Progress Meetings. Assessment information is used to plan teaching and learning strategies, including the identification of children who are working below their expected stage, falling behind in their learning or who need additional support, enabling children to make good progress and achieve well. When tracking assessment information, the SLT, SENDco and subject leaders track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Procedures – Early Years Foundation Stage (EYFS)

Ongoing Assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs of what they can do to help identify where they may be in their own developmental pathway.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

EYFS Profile

In the final term of Foundation 2, the EYFS Profile is completed for each child.

Practitioners must indicate whether children are:

- Meeting expected levels of development
- Not yet reaching expected levels (Emerging)

At the end of the Foundation 2 year, we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are invited into school to discuss the Profile which contains detailed information of how each child is developing in each area of learning. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

- Levels of learning and development in each of the areas of learning for individual children and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how children are performing in comparison to children nationally:

EYFS F2

Baseline assessments are completed in the Autumn term. They provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies children who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

Year 4 Multiplication Times Table Check

The Multiplication Times Tables check (MTC) is completed in June. All Year 4 children complete the test. It enables the school to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.

End of Key Stage 2 tests

All children will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS2 children will attain a scaled score and know if they are Emerging, Expected or Exceeding compared to other children nationally.

We use these results to benchmark our school's performance against other schools locally and nationally.

Assessing Children with SEND

Depending on their need, children with SEND will have a curriculum that enables them to make progress. Assessment methods are adapted to meet the needs of SEND children.

We have high expectations of all our children. Children with SEND are expected to understand key concepts before moving onto the next phase of learning.

Specialised assessment is sometimes used to help identify pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about children's progress (focused on very specific areas highlighted through assessments). Parents are always regularly informed about their children and meetings are often held with professionals, both internal and external.

Reporting

At Farley Hill, we monitor the children carefully from the time they join our school, and put in appropriate support where necessary to enable them to make progress. Sometimes we call in external professionals who also support their needs e.g. Speech and Language Therapy and Occupational Therapy. We use IEPs (Individual Educational Plans) and IBPs (Individual Behaviour Plans) to support the children where needed. Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what children can do and what they need to do to improve (targets). These meeting are held in Autumn and Spring with an optional 'drop in' meeting during our Open Evening in Summer Term.
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check, Multiplication Times Table Check and end of KS2 SATs tests.

Reporting to Governors

- The Curriculum and Impact Committee look in detail at assessment outcomes termly. All governors receive full minutes from committee meetings and have the opportunity to ask questions.

Children

- Through our formative assessment strategies children get instant feedback regularly.
- Our next step marking informs children of what they have done well and what they need to do to improve. Children are actively encouraged to respond to teacher's comments, and to peer comments in the juniors.

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

The Assessment Lead/s has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary, in consultation with the SLT.

Termly lesson observations are used to monitor the effectiveness of formative assessment strategies used in class. Informal observations are also carried out throughout the year. The SLT and teaching staff carry out termly Book Looks to evaluate the effectiveness of next step marking and progress in children's learning.

Following assessment analysis each term, key messages are fed back to all staff on children's progress. Our aim as a school is to identify gaps in learning and put in intervention where necessary.

Role of the Assessment Lead/s

These responsibilities include:

- Contributing to Action Plans and the SIP - through work with the SLT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum leaders
- Networking with other assessment coordinators
- Ordering SATs tests and purchasing other assessment materials/resources
- Analysis of data to ensure every child is making progress

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Farley Hill Primary the following takes place:

- Termly Moderation of Reading, Writing and Mathematics assessments (at whole staff meetings)
- Early Years staff meet regularly with their EYFS cluster to moderate work for the EYFS profiles
- Attendance at Local Authority/ other cluster group moderation meetings

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SLT (including the assessment lead/s) plan these termly in accordance with the School Improvement Plan. The assessment lead/s attends all relevant courses to stay up-to-date with current practice and meets with other coordinators to share good current practice.