Assessment Policy

FOREST VIEW SCHOOL

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Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Forest View School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons;
- Adjust plans to meet the needs of the pupils, providing scaffolding to support children to reach objectives where appropriate;
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make;
- Set challenging targets (based on the assessment ladders) in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process;
- Regularly share how well the children are doing with parents to include them in supporting their child's learning;
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives;
- Provide feedback so that it is constructive and informative in accordance with the marking and feedback policy;
- Incorporate both formative and summative assessment opportunities in medium and short term planning;
- Assess all subjects and make relevant comments about pupils progress, and the standard to which they are working.

Use Assessment for learning strategies such as:

- Working walls
- Targets
- Questioning
- Sharing success criteria
- Self and peer evaluation

- Discussion, talk and modelling
- Conditions for learning
- Learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Forest View Primary School will include

1. Data from statutory assessments

- Foundation Stage Profile;
- Year 1 Phonics test;
- Year 4 Times Tables Test
- Key Stage 2 assessments.

2. Information from termly and end of year assessments

- Optional standardised Tests in KS2;
- Optional standardised tests in KS1
- Writing assessments;
- Teacher assessments in maths 3 times a year;
- Teacher assessments in English (reading and writing) 3 times a year
- Skills ladders to show pupils progress from entry and in comparison with national expectations.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Forest View we will:

- follow the assessment cycle and update the data on a regular basis into the school's tracking system;
- analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding.;
- work with colleagues to moderate and level children frequently through the year;
- analyse data at the end of academic year to track progress made by cohorts, groups of pupils and individuals

For each assessment cycle the following process will be followed:

- Phase meeting to take place before the assessment window to decide consistent assessment

processes and material for the phase to use for all children.
- Whole school writing task decided upon and sent out to all staff.
- Assessments completed at a time when children are performing at their best during the window.
- Following assessment phase/key stage moderations to take place.
- Following phase/key stage moderation, whole school and external moderation take place.
- Assessment data submitted to the school's tracking system.
- Following submission phase progress meetings take place - review provision, look at next steps. So what now?
- Finally individual meetings take place – review the term, what next in terms of individual classes, check in with PM targets.

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Forest View School we will:

- Provide opportunities parent consultation meetings (based around the Structured Conversation model) so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment.
- Discuss pupil progress at the request of parent by appointment. The SLT will:
- Formulate the school's assessment policy in consultation with the SLT, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school;
- Provide support and guidance with assessment and keep up to date with current information;
- Resource school with relevant tests and update assessment cycle;
- Consult with all staff about the targets set;
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations;
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, children in care, gender, vulnerable children and children from an ethnic background;
- Report to governors regarding the policy, statutory test results and cohort targets.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

Staff will undertake regular training to ensure that they are up to date with current practices.
At Forest View we will:

- Use assessment ladders to benchmark and moderate pupils;
- Meet regularly to moderate assessments;

- Moderate work through planning and book scrutinies, feeding findings back to members of staff;
- Participate in and lead external moderation activities for the local cluster of schools and with the Local Authority.

Appendix 1: Parent's Information Sheet

How do we assess pupils' learning?

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Forest View have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.
- Pupils will make age appropriate progress from their different starting points – 12 months in 12 months, more for those who need to 'close the gap' to reach age related expectations.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

Our assessment and reporting system includes:

- Ongoing assessment against the National Curriculum objectives by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny.

All of the above feed into 'Assessment Windows', these will take place at class, phase and subject level two times a year, towards the end of each term.

Although the school expects that all staff are continually assessing children, reshaping tasks and ensuring that all children are challenged and developed during the assessment windows, staff submit summative 'point in time judgements' during assessment windows. Children are assessed using the following codes:

- GDS – Greater Depth Standard (children is applying their learning in a range of situations and can produce work of high quality).
- EXS – Expected Standard – child is working at the correct level for their age.
- WTS – Working Towards Standard, the child is working within the correct key stage but is not working at the level expected for their age. In this instance WTS will begin with a number which indicates which year group they are working on.
- WBS – Well-Below Standard, the child is working below the current key stage that they are on. In this instance WBS will begin with a number which indicates which year group they are working on.

Statutory Assessments

In addition to the above assessments, pupils also complete the following statutory assessments:

- Reception – Baseline, EYFS profile
- Year 1 (and 2) - Phonics Check
- Year 4 Times Tables Check

- Year 6 - end of Key Stage assessments

Early Years - Nursery & Reception

Class teacher's will use a combination of the EYFS profile and the a baseline assessment to measure children's progress.

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 teacher's 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.

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children 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 are assessed against the Prime and Specific areas of Learning in the EYFS profile. 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

Phonics Screening Check Year 1

- The Phonics Screening Check demonstrates how well pupils can use the phonics skills they have learned up to the end of Year 1, and to identify those who need extra phonics help.
- The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Pupils will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard
- Pupils who do not meet the required standard in Year 1 will be re-checked in Year 2. Pupils who continue to not meet the standard in year 2 will receive extra support with their phonics through KS2.

Reporting to Parents

- Discussions at parent, teacher, consultation meetings are based on the assessment system in place for each age group.
- Parents also receive annual progress test reports, outcomes of statutory assessments and an annual report.
- Parents can request to see their child's assessment profile at any time by contacting their child's class teacher.