



Learning for Life

Fawbert & Barnard's Primary School

Assessment, Recording and Reporting Policy

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1. Introduction

At Fawbert and Barnard's Primary School the key purpose of assessment is to move children on in their learning. Continuous monitoring of each child's progress gives a clear picture of what each child is learning. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are learning and informs future planning. The outcomes of assessments will help children become involved in raising their own expectations, celebrating their own achievements and increasing their self-motivation. The assessments also provide information for others including:

- › Parents and pupils to show progress and areas for development and involve them in the learning process
- › Outside agencies to provide evidence of attainment
- › Special Needs Coordinator to provide evidence of attainment

2. Aims

This policy aims to:

- › Provide clear guidelines on our approach to formative and summative assessment
- › Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- › Clearly set out how and when assessment practice will be monitored and evaluated

3. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

4. Assessment approaches

At Fawbert and Barnard's, we believe that assessment is important to help the children's learning, identifying areas of improvement as well as changing future planning if necessary. By using assessment for learning (AFL), looking at children's work and verbal feedback, we can assess where children are at what support they need moving forward. Hinge questions, exit slips and mini quizzes are some strategies we implement to assess pupils on the go.

Research by the Education Endowment foundation suggests that in order for children to recall information in their long-term memory, we need to regularly quiz and assess which information is being recalled and which information needs more of a recap. At Fawbert and Barnard's we use both summative assessment and formative assessment to determine where children are on track to meet age related expectations. Using AFL as one of our formative assessments, is key in day-to-day teaching to support both teacher workload and also assessing what children can recall.

At Fawbert and Barnard's Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- › **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

This is evident through the use of our marking and feedback, questioning, self and peer-assessment and/or observations. See our Marking and Feedback Policy for further information. These formative assessments allow us to identify knowledge that is stored into the long-term memory, skills have been developed over time and children understand learning that is being taught. Children will self-reflect on their own performance identifying areas they need to work on. We assess this using assessment for learning – see section 4.4 for further details.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Testing is only done at the end of KS2 (Year 6) and practice for phonics (in Year 1) and Multiplication times table check (Year 4). At the end of KS1 (Year 2), the class teacher may decide to adopt tests to support their judgement of end of key stage decision however this is not compulsory. EYFS will conduct baseline testing in the first couple of months of children joining the school.

During core and non-core sessions regular questioning, mini quizzes and exit slips will be used to see if children can recall learning throughout a topic. This would then indicate to the class teacher if a pupil is meeting the expected standard, being greater depth or below. Being aware of those below the expected and being above the expected is then shared with subject leaders.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- › Early Years Foundation Stage (EYFS) Baseline at the start of the year and profile at the end of reception
- › Phonics screening check in Year 1
- › Multiplication times table check in Year 4
- › National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

4.4 Assessment For Learning (AFL)

At Fawbert and Barnard's, our assessment for learning includes but is not limited to:

- Share learning objectives at the beginning of the lesson or, where appropriate during the lesson in language that pupils can understand. Learning objectives are short and focused so that pupils can make links to previous learning in their long-term memory.
- Use these objectives as a basis for questioning and feedback during a lesson eg. ask pupils to explain what they are going to learn and why.
- Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
- Regular mini quizzes in lesson and/or at a different time in the day
- Exit slips created to see if pupils can recall learning and understand a specific area within a topic
- Daily Maths – an additional 15 minute of recalling Maths skills to see which areas children can recall and which areas they would need support in. This may be seen as mastering number sessions in KS1 and reception,
- Hinge questions – questions to determine where the learning will go and planning will adapt to meet the needs of the children
- Use of thumbs to determine how children feel about their learning and if they need support
- Mid-way topic quizzes to see what learning has been recalled and what areas need further teaching in

5. Collecting and using data

At Fawbert and Barnard's Primary School, we track data using Family Fisher Trust (FFT) Aspire three times a year. In September, there will be pupil progress meetings to set predictions reviewing where children were at the end of the last academic year and predict where they should be by the end of the new academic year. During January/ February, there will be a mid-year pupil progress meeting identifying children who are below and greater depth. This process informs children on track too. This also identifies further interventions and focus children to work on for the remainder of the year. Finally, there will be a final pupil progress in Summer 2 that reflects where children are by the end of the year. This data will reflect in reports that are given to parents. The data is decided by teacher judgements using Key Performance Indicators (KPIs) as a tool to support their judgement. This is noted down on FFT. This data is then moderated by SLT to ensure accuracy of the data.

6. Reporting to parents

The data produced at the end of academic year is then communicated at the end of the year in the pupil's annual report which is sent out at the end of summer term.

Annual reports to parents must include:

- › Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- › Comments on general progress and effort
- › Arrangements for discussing the report with the pupil's teacher
- › The pupil's attendance record
- › The results of any public examinations taken, by subject and grade

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis.

We will:

- › Ensure good understanding of assessment and assessment practice among all teachers
- › Ensure staff have access to continuing professional development opportunities on assessment
- › Ensure the school will stay abreast of good practice, and what mechanisms are in place for sharing it

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- › Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- › Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed every three years by the Headteacher. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. The assessment lead is responsible for ensuring that the policy is followed.

The assessment lead will monitor the effectiveness of assessment practices across the school, through monitoring approaches in school through: moderation, lesson observations, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning policy
- Early Years Foundation Stage policy and procedures
- Marking and feedback policy