



## **Assessment Policy (Whole School including EYFS)**

### **Rationale**

Assessment is a fundamental process of promoting children's learning. It provides a framework within which educational objectives may be set and pupils' progress expressed and monitored. This should be done in partnership with the pupils by setting achievable targets and promoting the concept that they take charge of their learning.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and monitor progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments.

### **Principles**

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning: teaching, target setting, differentiation and curriculum development
- inform parents of pupil achievement, progress and effort
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements
- identify a specific need e.g. G&T or SEND

### **Types of Assessment**

**Formative:** This is the on-going assessment carried out by teachers both formally and informally during a unit of work across the curriculum. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in the teacher's record books, or the pupils' books. These observations can be used to help set targets and next steps for the pupils. Target sheets are kept in the pupils' books.

### **Classroom Monitor:**

**Summative:** This occurs at defined periods of the academic year and are identified and known as Assessment Weeks. During these times the pupils are tested specifically in Maths, English and Science in all terms, with a formal setting for Years 3-6. All written assessments are either recorded in the children's assessment books or assessment papers which are filed in the UPN cabinets.



**Diagnostic:** All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. Further information can be obtained later in this document.

### **Assessment in the Foundation Stage**

On entry to the school, pupils in Foundation 1 and Foundation 2 are informally assessed through observations and through completion of an assessment booklet and this assessment will continue throughout the school year.

Results are used to inform planning, set targets using framework coverage and aid early identification of a need for intervention from EEP or other professionals. Pupils will be assessed continually and results included in the pupils' profiles. This will ensure that the next steps in learning are appropriately planned in order to help pupils make progress. Long and short observations are taken continuously throughout the school year.

### **Assessment in Key Stage 1 and 2**

At the outset of each academic year all pupils from Year 2 to Year 6 complete the Suffolk single word spelling and group reading tests, while pupils in Year 1 complete single word spelling in the spring term.

Years 1-6 complete INCAS testing at the start of the autumn term.

Termly assessments enable us to monitor the progress of each individual pupil and plan focused next steps as appropriate. They also help in the identification of pupils with special educational needs. All data is stored on the school server for staff to access and data is discussed with the Deputy Head or the SENCO in order to identify vulnerable individuals or focus groups.

### **Pupil Assessment (KS1 and KS2)**

Pupils regularly self assess using a variety of methods, including red pen questions with responses from teachers in green to enable pupils to comment on their work. For carpet or oral sessions an indication of understanding eg hands up/thumbs up. Pupils use "I can" statements for Maths, English and Science to indicate they have understood and completed targets.

### **Records and Record Keeping**

Teachers use Classroom Monitor to review pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teachers' plans
- Pupils' work



- Teachers' mark books
- Unique Pupil Files
- Pupil tracking
- Individual Outcome Plans (where appropriate.)
- Provision mapping

In order to summarise all evidence of achievement, we keep a record of each pupil's attainment in the core subjects. This is completed by the teacher every term and recorded on the school tracking system. Pupils' progress is monitored by the teacher and is reviewed regularly as new targets are required. At the end of the academic year the class teacher will review the pupils' progress before they transfer to the next class, or moves to the next phase of their education.

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- Targets for the pupils

### Reporting schedule

Autumn Term	Summer Term
F1 Summary of settling in F2 Targets for maths and literacy and class teacher's summary	F1 end of year summary F2 end of EYFS summary
Years 1-6 Targets for core subjects Science summary Attainment, progress and effort grades Class teacher's summary	Years 1-6 Full school report with grades

### Parents meeting schedule (runs alongside our Open Door policy)

Autumn Term	Spring Term	Summer Term
Foundation 1 – Year 6	Foundation 1 – Year 6	On request by the parent

IOP meetings are held with the SENCO at parents' evenings and reviewed termly for Foundation 1.

Parent information meetings are held early in the academic year to explain how we assess children's progress. The phrases that will appear on the school reports will also be fully explained (see Appendix).

## Monitoring and Evaluation

Below is an outline of the programme of testing.

Year	Autumn			Spring	Summer
F1	Initial assessment	Continuous observation		Continuous observation	Continuous observation
F2	Initial assessment	Continuous observation		Continuous observation	Continuous observation Transition assessment
1	Nfer Nelson single word spelling	Teacher assessments	INCAS	Teacher assessments Single word spelling	Teacher assessments:
2	Nelson Group Reading test and Nfer Nelson single word spelling	Teacher assessments and exams	INCAS	Teacher assessments and exams	Teacher assessments and exams
3	Nelson Group Reading test and Nfer Nelson single word spelling	Teacher assessments and exams	INCAS	Teacher assessments and exams	Teacher assessments and exams
4	Nelson Group Reading test and Nfer Nelson single word spelling	Teacher assessments and exams	INCAS	Teacher assessments and exams	Teacher assessments and exams
5	Nelson Group Reading test and Nfer Nelson single word spelling	Teacher assessments and exams	INCAS	Teacher assessments and exams	Teacher assessments and exams
6	Nelson Group Reading test and Nfer Nelson single word spelling	Teacher assessments and exams	INCAS	Teacher assessments and exams	Teacher assessments and exams

\*We currently use PIRA tests to assess reading comprehension in English. In maths we use the Collins and Rising Stars assessment. Rising Stars is used for SPAG.

English assessments cover: Reading comprehension, spelling, grammar, punctuation and creative writing.

Maths assessments cover: All strands of arithmetic and reasoning.

Science assessments cover: current topics.



In Years 3-6 termly testing will take place in the hall under formal exam conditions. Extra time, readers and scribes apply where applicable.

Assessment, recording and reporting procedures are monitored periodically in order that they remain meaningful, manageable and promote positive outcomes for all pupils. An assessment framework has been produced to aid staff as they make judgements about children's progress (see Appendix). These statements replace the previous National Curriculum levels and are used to inform parents how their child is progressing.

Policies and procedures may change in light of any new initiatives imposed. This policy should be reviewed in line with the academic school cycle.

### **Review of Assessment at Avon House**

Other standardized tests are used as necessary for individual pupils. It is important to mention at this time that the pupils' individual learning is paramount when we test and all provision mapping and IOPs outline the individual pupil's need or requirement in test situations.

Teachers use these scores to target learning for groups, develop individual targets and specific areas for development through gap analysis. The Deputy Head keeps scores on spread sheets to monitor the progress made and to discuss issues with class teachers. Interventions are put in place to support those in need where predicted levels are not reached. This may include individual support from the SENCO, or other visiting professionals. Additional assessments will be carried out where required with consent from the parents.

Reviewed September 2018 AC

Reviewed July 2019 AC

Reviewed August 2020 AC

**Appendix****Grade Descriptors for School Reports  
Years 1-6**

<b>Key to Effort</b>	<b>Key to Progress</b>	<b>Key to Attainment</b>
A Outstanding	A Above expectation	5 Exceeding expectation
B Good	B On Track	4 Above expectation
C Satisfactory	C Below expectation	3 At expectation
D More effort required		2 Approaching expectation
		1 Below expectation