

## Assessment Policy

### 1 Introduction

Effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they have achieved and what they need to do in order to make progress in their learning. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all children.

### 2 Aims and objectives

The aims and objectives of assessment in our school are:

- to ensure that teachers assess pupil's learning and progress regularly and accurately in order to track progress, over time, towards end of key stage expectations;
- to enable children to demonstrate what they know, understand and can do in their work and to make excellent progress in their learning through quantitative and qualitative assessment;
- to help children understand what they need to do next to improve their work through consistently high quality marking and constructive feedback from teachers ;
- to ensure that teachers are able to plan work that accurately reflects the needs of each child;
- to support teachers in systematically and effectively checking pupils' understanding throughout lessons, so that they can anticipate where they may need to intervene and do so with notable impact on the quality of learning.
- to provide regular and reliable information for parents that enables them to support their child's learning;
- to provide teachers, subject leaders and phase leaders with information that allows them to make judgements about the effectiveness of teaching and learning and improve the quality of learning;
- to provide the headteacher, management team and governors with information that allows them to make judgements about the effectiveness of the school;
- to ensure early recognition of pupils who are falling behind and implement appropriate and timely intervention;
- to ensure that assessment practice is constantly benchmarked against best practise locally, nationally and internationally.

### 3 Planning for assessment

How and when we make and record assessments is clearly laid out in our Assessment Map. (See appendix i)

We use our school's long term curriculum map and medium term curriculum planning to guide our teaching. In this map we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. The long term map is produced by the Curriculum Co-ordinator in discussion with Subject Leaders. Medium term plans are produced by Subject Leaders and compiled by the Curriculum Co-ordinator into medium term plans for each Year group. (See appendix iii). In our school curriculum map we also identify opportunities for assessment within each broad unit of work.

We use the National Curriculum Guidance to help us identify each child's attainment against age related expectations.

We plan lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our planning for lessons make clear the expected outcomes for each lesson and the success criteria that will demonstrate that pupils have made progress in their learning. Pupils are made aware of the success criteria that apply to them. Children's learning is assessed during lessons and teaching and support is adapted as appropriate. This knowledge is used to plan future learning. This information is recorded to track progress and set future targets.

#### **4 Target setting**

At Foundry Lane, we set targets in mathematics and English for children during each academic year based on their prior attainment. These individual targets are discussed when necessary by the management team and class teachers. We review the progress of each child throughout the academic year and also review the progress they have made towards benchmarks based on statutory testing at the end of each Key Stage. (See appendix vi)

We also set individual, group and class curricular targets for other areas of work in school. We involve the children in setting targets that are linked to their individual abilities. These targets are recorded in the classroom or within children's work books and they are regularly reviewed and updated. (See appendix v)

We involve children in regularly reviewing their targets. We also aim to encourage parental involvement in reviewing targets.

#### **5 Recording**

We use a range of methods for assessing a child's learning, both formal and informal. The type of assessment that we use varies according to its purpose and the curriculum area that is being assessed. The results of assessments can be recorded in a number of ways. The results of formal assessments are recorded in line with this policy. Class Teachers make professional decisions about the recording of the results of informal assessments.

We plan lessons with clear learning objectives. During and following lessons we use a range of AfL (Assessment for Learning) strategies to record those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. We have formal recording systems in place within each subject to record children's progress against key learning objectives. These are described in individual subject policies. (See appendix i). This enables teachers to make a judgement about the work of each child in relation to the National Curriculum expectations for each year group. This then allows class teachers, subject leaders and the management team to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year (See appendix i),

#### **6 Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they wish to discuss the progress their child is making, or have concerns about any aspect of their child's progress or work.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress. In the summer term, parents are given opportunity to review the child's written report of progress.

During the summer term we give all parents a written report of their child's progress and achievements during the year. We report on achievement in all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of a child's performance in national tests and through teacher assessment.

Parents of pupils in Year R are given a copy of their child's Foundation Stage Profile and the opportunity to discuss their child's attainment and progress.

At the start of each year we hold a curriculum meeting for each year group and give every parent a curriculum booklet. These meetings and booklets identify the main areas of study for each year group during the year. They also provide information about how parents can support any elements of the work. Each year group provides a brief termly written update to inform parents about ways in which they can support their child during that term.

## **7 Feedback to pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. All work completed in school should be checked and some feedback given. A common code for correcting and marking work is used by all staff to ensure continuity and consistency. (See appendix ii). Oral and written feedback will focus on strengths and next steps for improvement.

We give children verbal feedback on their work whenever possible. We ideally try to do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When verbal feedback is not practical we write comments on the children's work during marking. When work is discussed with a group or individual, or feedback is given orally, this should be shown by using the appropriate code.

When verbal feedback needs reinforcement or work is marked away from the child then we give written feedback. We relate this to the learning objective for the lesson. By doing so we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

Children are encouraged to evaluate their own work and to develop the skills of self-correction and of identifying ways to improve their work within a positive framework.

We allow time every day for the children to reflect upon and respond to any comments written on their work. This is done to ensure that written feedback has a positive impact on children's learning.

Homework is checked by the class teacher and a record made of completion.

## **8 Consistency**

Subject leaders use national exemplification materials, where they exist, to compare children's work against national expectation. All teachers are given regular opportunities to complete standardisation exercises and moderate and validate their assessments of pupils. This process is carried out both internally and externally with other schools. This ensures that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

We carefully plan the transition between Key Stages to ensure consistency and a clear progression between assessment of children against the Foundation Stage Curriculum and then the Key Stages of the National Curriculum.

It is part of the role of the Phase Leader to ensure that assessments are carried out consistently across year teams and within their phase.

## **9 Monitoring and review**

The Assessment Co-ordinator is responsible for monitoring the implementation of this policy across the school. Phase Leaders are responsible for ensuring the implementation of this policy within each phase. Year Leaders will support consistent implementation of the policy in each year group. We allocate time for this task through the School Improvement Plan (SIP). The SIP clearly defines whose responsibility it is to carry out both routine and developmental monitoring. The co-ordinator uses this time to carry out a range of monitoring activities including inspecting samples of the children's work, talking to children, monitoring the consistent use of formal recording procedures and observing the policy being implemented in the classroom.

The Assessment Co-ordinator will report regularly to both the full Governing Body and to the Curriculum and Assessment Committee on both the implementation of this policy and on the attainment and progress of all groups of pupils in the school.

## **Appendices**

[Appendix I – Assessment Map](#)

[Appendix ii – Marking Codes](#)

[Appendix iii – Records of Achievement](#)

[Appendix iv – FS to KS1 Transfer](#)

[Appendix v – Target Setting](#)

[Appendix vi – Pupil Progress Tracking](#)

## Appendix ii – Marking and Feedback

For all work, codes should be introduced as children reach the relevant developmental stage. E.g. the code for a new paragraph should only be used when children are able to organise their writing into a structure at this level.



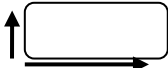
For all year groups, (VF) is used to show that a piece of work has been discussed individually with a pupil and verbal feedback has been given relating to the learning objective. Teachers will use (S) to show that work was supported and (I) to show that work was completed independently.

In addition to this Year R will use (CI) to show that work was child initiated and (G) to show that work was during a guided session.

### 1. For all written work

When children are developing new skills and knowledge marking can be used to highlight specific errors that need to be corrected.

When children are beginning to apply knowledge, marking should indicate areas of work that need to be corrected or re-drafted but not specific words or phrases. This enables children to build up evidence of independent application of skills and knowledge.

<b>Sp</b>	Spelling error that needs to be self-corrected. Spellings from the current or previous year group expectation should be independently corrected as evidence of applying the year group expectation.
<u>wos</u>	Mis-spelt words should be underlined if they are new to a child.
Correct spelling can be written in the margin or at the bottom of the page for the child to practise. Not all incorrect spellings should be corrected, only words that a child should be focusing on such as high frequency words, target words or topic words.	
	Grammatical error. Highlights an error in the writing that prevents it from making sense. Correction will be written in.
?	Use of a question mark shows that children should redraft a particular section of their work.
	Punctuation error. Highlights an error in punctuation that should be circled and corrected either by the teacher or by the child.
//	Shows that a new paragraph should be started.
/	Shows that a new line should be started.
Λ	Indicates that a word or letter(s) has been missed out.
	Indicates that a section of text should be moved.

## 2. For Maths work

√	Indicates that work is correct.
. or ?	Indicates that work is incorrect. Teacher should make it clear if a child needs to complete corrections.
?	Indicates that a section of work contains errors that a child needs to correct Independently.
Incorrect answers should not be rubbed out. Corrections should be done in red pen, alongside the original answer in the wide margin.	
If appropriate, the examples to be corrected could be re-written at the end of the work.	

## 3. For Science Work

In addition to following the assessment policy for giving written feedback, marking in Science should also take into account:

Comments should contain correct scientific language or content.

The spelling of scientific vocabulary should be corrected.

Where scientific vocabulary has been used incorrectly the meaning should be corrected.

## 4. Marking against Success Criteria

Wherever possible, work should be marked against the success criteria for the lesson.

In Year R success criteria may be written on work with a tick to show that it has been achieved or on an assessment sheet attached to the work when assessing writing. ELG will be stuck and highlighted with next steps underlined.

Every piece of work should be dated and have the learning objective clearly stated. This could be as the title.

Success criteria should be included as a grid for assessment and self-assessment for each piece of work.

—————→ In all year groups, an arrow or staircase will be used to show next steps in learning or a discussion point.

Children must be given an opportunity to respond to any question or discussion point.

## **5. Written Feedback to Pupils**

Pupils must be given an opportunity to revisit all work in order to correct misconceptions and improve their work. Where appropriate, pupils will be given written feedback to aid them in evaluating / improving their work, and to give guidance about the next steps in their learning. Written feedback should clearly indicate a learning conversation between teacher and pupil and should include instructions for what to do next in order to correct or improve a piece of work.

Where written feedback is given during the lesson, so that pupils can respond immediately, it will be written in green. This may include editing of pupil's work.

Where written feedback is given for a pupil to respond but the pupil is not present (when marking after the lesson for example) it will be written in blue.

All editing or changes to work that pupils make as a response to marking will be written in red.

### **Appendix iii – Records of Achievement**

#### **Aims**

- To act as an ongoing record and celebration of achievements made throughout a child's time in the school.
- To show examples of work completed by the child throughout their time in the school.
- To act as a complete record of their time in the school.

#### **Contents page**

Including a record of all the class teachers who have taught the child.

#### **Personal Achievements section**

A record of any personal achievements made both inside and out of school. This section can be completed by children, parents and carers or teachers. As children get older the expectation is that they will complete this section with increasing independence.

#### **Best pieces of work**

Work from each year that the child has been in school. There will be examples of maths, science, and writing. In the current year these will be filed in subject pockets. In past years they will be filed in one pocket labeled favourite work. The work should include a mixture of work chosen by the teacher and work chosen by the child. KS1 children should receive greater support in choosing than KS2 children. UKS2 children should be able to choose work based on given criteria and the teacher will only need to choose in order to support the child or to ensure a breadth of examples of different types of work. Work can be either original or photocopied if the original needs to be kept for other purposes.

#### **Reports and targets**

A copy of the child's annual report and target sheets from each year. This section may also include any parent's comment sheets from parent's evening or from the annual report.

#### **Self portraits**

The child's self-portrait from each of their years in school.

#### **School Photographs**

A small copy of the photographs taken of each child at the beginning of each academic year.

#### **How is the ROA completed?**

- Each September new ROA's are made up by the Admin Clerical Assistant for each child in Year R.
- An ROA will also be made up by the ACA for any children new to the school.
- Once made it is the shared responsibility of the child and the class teacher to keep the ROA's complete and up to date.
- Bulk filing of reports, self-portraits and work, if requested, will also be done by the ACA.
- KS2 children should become increasingly independent in managing their ROA and filing work themselves.
- New 'favourite' or 'best' work should be filed in the ROA each half term. Maths and Science work is included during alternate half terms (3 pieces of work each year) and writing should be included each half term (6 pieces of work each year).
- The personal achievements section should be updated regularly.
- The Record of Class Teachers should be updated and the ROA checked by the Class Teacher before the first parent's evening of the Year.



## Appendix iv

### Guidelines for Continuity and Progression between Foundation Stage and Key Stage

1

#### Aims

- To ensure that the needs of all individual children are met.
- To ensure that Year 1 staff have relevant assessment information to inform planning and teaching in Year 1.
- To inform Year 1 assessments.
- To ensure that the Year 1 curriculum meets the needs of each cohort of children.

#### Summer Term

- **FS PL** will clearly identify which groups of children will need to complete which Areas of Learning in Year 1.
- Learning objectives from Early Learning Goals added to Year 1 medium term planning as necessary to ensure coverage of ELG's before children move on to KS1 curriculum.

#### Autumn Term

- Year 1 curriculum modified to ensure that teaching strategies are being used that allow delivery of areas of the Foundation Stage curriculum as necessary.
- Remaining ELG's will be assessed during the term using assessment tick sheets passed on by Year R teachers and completion of the FS profile will be recorded.
- At the autumn pupil progress tracking meeting children will be leveled using National Curriculum level descriptors if appropriate. Children who have still not completed the Early Learning Goals will be recorded as still following the Foundation Stage Curriculum on the pupil progress trackers (FSP). Intervention and support put in place should clearly support them in completing the Foundation Stage Profile Key Objectives.
- The Autumn pupil progress tracker will be completed later in Year 1 in order to allow time for the teachers to complete initial assessments against the National Curriculum level descriptors. All data should be collected by the end of November. The intervention strategy meeting will need to take place after those timetabled for other Year groups. End of Key Stage targets and bench marks will be set for the cohort in January.
- By the Spring pupil progress tracking review, assessment of pupils against the Foundation Stage Profile Key Objectives should be complete. All pupils still not working within the Key Stage 1 Curriculum should be compared with the school criteria for transfer from the Foundation Stage curriculum to the Key Stage 1 curriculum. Any pupils not yet meeting this criteria should be considered for SEN support and their attainment recorded using P levels on the Pupil Progress Tracker.

## **Appendix v Pupil Target Setting**

### **Aims**

- To inform pupils about their next learning step in a particular area of the curriculum.
- To involve children actively in identifying the next steps in their learning.
- To improve the progress made by children in a specific curriculum area.
- To inform parents about the next learning step for their child in a particular area of the curriculum.
- To ensure continuity and progression by informing the next class teacher about the next learning step that a child needs to complete in a specific curriculum area.
- To ensure progress by informing other adults working in school about the next learning step that a child needs to complete in a specific curriculum area.

### **Classroom Practice**

Every child has a target bookmark for reading and writing. They are written as an outcome of marking and assessment by the class teacher. The targets are accessible to the children to refer to when they are working.

Children with recognized special educational needs (SEN) will have their targets recorded on an 'Individual Education Plan' (IEP).

Targets will be reviewed regularly and new targets will be set once a target has been achieved.

All targets will be specific, manageable, achievable and realistic.

Targets will be shared with children when they are set and then on a regular ongoing basis, whenever appropriate within learning. Children will be encouraged to take responsibility for achieving their targets in their learning. They will know what their targets are and what they need to do in order to achieve them.

Children will be given regular opportunities to review their targets and their progress towards them.

Targets will be reported to parents as part of the annual reporting process - targets for the next year will be sent home at the end of each academic year.

Parents will be informed of current targets at each parents evening.

The achievement of targets will be celebrated.

## Appendix vi Pupil Progress Tracking

### Aims

- To inform teachers about the progress being made by individual pupils and groups of pupils.
- To inform subject leaders about the progress being made by individual children and groups of pupils.
- To allow the Senior Leadership Team and Governors to monitor progress made by individual pupils and groups of pupils against benchmarks based on National expectations.
- To ensure that assessment for learning and the subsequent learning and teaching are resulting in good progress.
- To enable teachers and Phase Leaders to plan effective intervention strategies that will aim to ensure that all pupils continue to make good progress throughout their time in school.
- To enable Teachers, Phase Leaders, Subject Leaders, the Management Team and Governors to monitor the effectiveness of intervention strategies and programmes.

### Pupil Progress Setting Cycle

<b>July</b>	All teachers in Years 1 to 5 to enter a teacher assessment for all children in Maths, Reading and Writing. These teacher assessments to be used to generate targets for the following academic year and benchmarks for the end of KS1, Lower KS2 and Upper KS2.
<b>September</b>	All teachers to identify a transition curriculum that ensures that the curriculum at the start of the year matches the starting point of the new cohort of pupils. Teachers to identify and record curricular targets in a specific area of the curriculum as set out in the School Development Plan.
<b>October</b>	Assessment co-ordinator to set up Pupil Progress Trackers for each class showing teacher assessment from previous July, forecast for the year and end of Key Stage benchmark based on prior attainment (attainment on entry where assessed).
<b>November</b>	Teachers in Years 2-6 to enter a new teacher assessment into the tracker based on assessments carried out in the Autumn Term. Each teacher to meet with their Phase Leader and discuss the progress of individuals and of groups of pupils during the autumn term. Each teacher to provide evidence of pupil progress in line with the agreed curricular targets. Teachers and Phase Leaders to agree intervention strategies to be used with each child who will need support to maintain good progress. Provision map updated to show interventions used with each pupil.
<b>December</b>	Year 1 teachers to assess pupils against Foundation Stage Early Learning Goals and assess pupil readiness to begin KS1 curriculum. For pupils moving into KS1 curriculum teachers enter an initial Teacher Assessment. Y1 Teachers meet with phase leader to plan intervention for pupils making less than expected progress. Interventions used to be recorded on provision map for each pupil.

**Foundry Lane Primary School  
Assessment Policy**

<b>April</b>	Teachers in Years 1-6 to enter a second teacher assessment into the progress trackers. Further intervention planning meetings to be held with each teacher based on evidence of pupil progress provided by teachers in line with SDP target areas of the curriculum.
<b>June</b>	Statutory Teacher Assessment completed for each Key Stage. Teacher Assessment data submitted to DfE and LA.
<b>July</b>	Third and final teacher assessment entered into the pupil progress tracker. Attainment for individual pupils and for groups of pupils analysed. Intervention strategy meetings held between teachers and phase leaders to plan intervention strategies for the Autumn term.

- The Assessment co-ordinator will be responsible for setting up and maintaining the pupil progress trackers, including the adding of new pupils.
- Class teachers will carry out and record a teacher assessment in each subject as soon as possible after a child enters school.

## **Appendix vii**

### **Year R Assessment Timetable**

#### **Term 1A – by week 5**

##### **Year R Staff will**

- Receive children's pre-school / nursery records and evaluate the findings. Use this information to help make 'on entry' judgments.
- Carry out 'on entry' assessments against all 17 areas of learning, based on observations / evidence collecting.
- Moderate judgements within the Year group.
- Enter pupil's age bands on Year R Pupil Progress Tracker.

##### **Phase Leader and Assessment manager will ensure that\;**

- Phase Leader will moderate judgments and sense check them.
- Phase Leader and Assessment manager will meet to analyse data for previous cohort and to evaluate LA summary reports.
- Phase Leader and Assessment lead will meet to evaluate 'on entry' data for the current cohort.
- Phase leader will use this data information to write Phase improvement plan.
- Phase leader will use this information to plan adjustments to curriculum and assessment based on needs of current cohort.

#### **Term 1B**

##### **Year R staff will**

- Plan and carry out specific assessments, including 5 minute observations, reading conferences, phonic checks etc. based on evaluation of on entry data for individual children.
- Hold an intervention meeting to identify children who need additional support to meet their expectations. Plan necessary interventions.
- Carry out 'first term' assessments against all 17 areas of learning, based on observations / evidence collecting.
- Moderate judgements within the Year group.
- Enter pupil's age bands on Year R Pupil Progress Tracker.

##### **Phase Leader and Assessment manager will ensure that**

- Phase Leader will moderate judgments and sense check them.
- Phase Leader and Assessment manager analyses progress data for the first term.
- HT and DH to monitor planned interventions

## **Term 2B**

### **Year R staff will**

- Plan and carry out specific assessments, including observations, reading conferences, phonic checks etc. based on evaluation of term 1 data for individual children.
- Hold an intervention meeting to identify children who need additional support to meet their expectations. plan necessary interventions.
- Carry out 'second term' assessments against all 17 areas of learning, based on observations / evidence collecting.
- Moderate judgements within the Year group.
- Enter pupil's age bands on Year R Pupil Progress Tracker.

### **Phase Leader and Assessment manager will ensure that**

- Phase Leader will moderate judgments and sense check them.
- Phase Leader and Assessment manager analyses progress data for the second term.
- HT and DH to monitor planned interventions

## **Term 3B**

### **Year R staff will**

- Plan and carry out specific assessments to help with final assessments
- Complete final assessments and make judgments on all 17 Early Learning Goals.
- Complete the ELG cohort grid ready for LA submission by 30<sup>th</sup> June
- Moderate judgments as a year team
- Use individual data to inform annual reports, planning and Phase improvement plan.
- Hold an intervention meeting to identify children who have not met end of year Early Learning Goals and plan interventions for new year group. Use this and individual and cohort data to transfer for Year 1.

### **Phase Leader and Assessment manager will ensure that**

- Phase Leader will moderate judgments and sense check them.
- HT / DH will moderate judgments and sense check them.
- Phase Leader and Assessment manager analyses progress data for the third term.
- Phase Leader and Assessment manager analyses end of year attainment
- HT and Assessment manager ensures successful submission of data to the Local Authority.