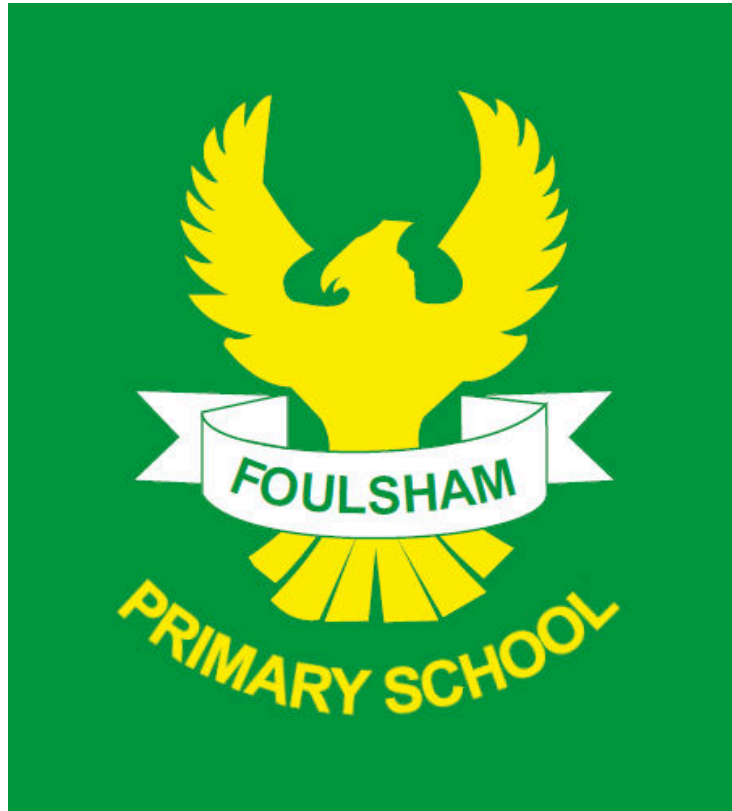


Assessment Policy

January 2020



Excellence Enjoyment Engagement

Date: January 2020

Review date: January 2023

This policy supports our school vision of excellence, enjoyment and engagement, as well as our well-being vision: *to be encouraged, to thrive and to commit to the wellbeing of our community.*

1. 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

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

The primary purpose of assessment at Foulsham primary School is to impact upon teaching and learning and ultimately pupil outcomes.

4. Assessment approaches

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

We use three 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 is essential to the teaching and learning process. It 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. See the 'Marking and Feedback Policy' for more detail.
- **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

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

Summative assessments at Foulsham Primary School:

- In Years 2 – 6 pupils take part in termly summative assessments in reading, maths, GPS (grammar punctuation and spelling) .Teachers may choose to do other summative assessments to inform their practice.
- Pupils in Year 1 take part in summative assessments in just two terms in the year.
- The PITA (Point in time assessment) system is used to record a termly teacher assessment for writing, reading and maths.
- In the case of Early Years and Foundation Stage, half termly teacher summative assessments are made.
- In addition, termly summative assessments are made of pupils in terms of our five curriculum intents.

With the principle in mind that all assessments are made to impact on pupils outcomes, the results of all assessments are:

- analysed to inform future teaching and learning.
- are analysed to highlight pupils who may need extra interventions and to inform the content of interventions.
- results are shared with parents and carers at termly 'Pupil progress Parents Meetings' and in end of year reports.

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) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. 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.

6. Roles and responsibilities

6.1 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

6.2 Head of school

The head of school 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

6.3 Teachers

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

7. Monitoring

This policy will be reviewed every three years by the head of school. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The head of school is responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school.