

Flanderwell Primary School Assessment Policy –2017/18

Assessment is a continuous and integral part of high quality teaching and learning at Flanderwell Primary School, ensuring children are challenged and reach their full potential. It also creates a whole school framework to inform planning, children's next steps and whole school targets.

Aims of our assessment process

- To enable progress to be monitored and to support learning.
- To recognise achievements and areas for development.
- To inform children of their individual progress and next steps.
- To inform planning and teaching and identify potential children who need further support.
- To inform parents and the wider community of children's achievements.
- To enable continuity of assessment both across and from different year groups.

Types of assessment in school

Assessment for learning is used in all classes, taking the form of high quality verbal feedback or written (see marking and feedback policy). This is instantly given based on children's verbal answers, whiteboard work or during lessons with work in books.

Children at Flanderwell are assessed on their knowledge and capability within the curriculum for the year group they are working in. Children will be assessed as the following for maths, reading, writing and SPAG:

B	Working below the expected level for their year group
E	This is a child that is entering the expected level for their year group.
D	This is a child that is developing well within their year group.
D+	This is a child that is developing plus within their year group and almost secure, with a few gaps which need to be filled.
S	This is a child who is secure , working across the curriculum in that subject for their year group.
X	This is a child who has mastered the curriculum in that subject for their year group and is now exceeding by accesses the curriculum with more complex challenges and greater depth.

In maths, assessments will be gathered using evidence from the following:

- Half termly maths tests (using the abacus problem solving and arithmetic tests).
- Autumn 2 and Spring 2 –we will use White Rose Maths Tests to assess a range of skills.
- Summer 2 – Test base end of year test to inform final judgements for achievements that year.

- Arithmetic tests, which are used fortnightly from Year 2 upwards (using Rising Stars booklet).
- Times tables tests, which are weekly from Year 2 upwards.
- Times tables trackers – tracking individual children’s progress towards their end of year times tables target.
- Teacher assessment using knowledge from class, children’s maths books and challenge maths books.

In reading, assessments will be gathered using evidence from the following:

- Outcomes from cracking comprehension and other comprehension tasks (including HeadStart and Twinkl).
- RWI assessment sheets.
- Teacher assessment on the reader as the whole, based on knowledge acquired from individual reading sessions.

In writing, assessments will be gathered using evidence from the following:

- Independent writing tasks of a variety of genres.
- Diagnostic assessment tasks for spelling and grammar to inform teaching and identify prior learning gaps. (Grammar and spelling bug)
- Summative assessment tasks for spelling and grammar to identify achievements. (Grammar and spelling bug).
- Regular spelling tests based on rules for the taught year group.

In computing and science assessments will be gathered as these subjects are taught from class based assessments, this will be updated on class track (to enable this information to be provided in a printed O-track report to parents during the Spring parent’s meeting).

At the end of the year, all other foundation subjects will have a judgement inputted onto the deeper learning area of O-track, based on teacher assessment.

Reporting of assessments

At least once each half term (and more often if deemed appropriate), teachers will update assessment statements using the ‘class track’ area. Class track provides teachers with a way of tracking the deepening learning of our pupils, and enables pupils, parents, teachers and school leaders to clearly identify gaps in learning. Class track also provides a suggested attainment stage, based on agreed percentages.

At the end of Autumn term 1, Autumn term 2, Spring term 2 and Summer term 2, teachers will use their assessments to input a selected stage of development for their year group for each child and input this on ‘deeper learning’ on the o-track system.

Parents will also formally be informed of their children’s progress twice a year during a parents evening appointment, and then during the summer term in a written report for home on their individual child. The aim of this is to maintain positive and informed home / school relationships.

Moderation

To ensure consistency of assessment across school, regular moderation meetings are conducted within key stages. As well as this, cross-school moderation takes place each half term with our partner school St Alban's Wickersley.

Moderation meetings enable a chance for teachers' professional judgement to be supported. It also helps to provide accurate assessments of children's achievements.

Teachers of pupils in the EYFS, Year 2 and Year 6 attend annual LA moderation meetings to keep up to date with recent developments, expectations and standards at national level and to qualify judgments with other professionals.

Assessment in the Early Years Foundation Stage

In our EYFS, a cycle of observation, assessment and planning is followed to build up a **profile** of each child.

Formative assessments are carried out by all practitioners and culminate to form summative judgments at 3 key points in the year – **Autumn 2, Spring 2 and Summer 2**, against the statements in the Development Matters document. Formative assessment may include– notes; photographs; samples of work; video footage – but will also include the wealth of knowledge gleaned by practitioners on a day to day basis.

On entry to our Foundation Stage 1, practitioners use information from observation to form the starting point of the assessment cycle. At the beginning of the foundation stage 2 year, a more formalised baseline assessment is used. For our school, this is the **NFER Baseline assessment tool**.

At the end of the Foundation Stage 2 year, children are assessed against the **17 ELGs** (Early Learning Goals) and are judged as either:

EMERGING	Below the expected level for their age at the end of the EYFS
EXPECTED	Working within/at the expected level for their age at the end of the EYFS
EXCEEDING	Working above the expected level at the end of the EYFS