



# George Fentham Endowed School Assessment Policy

November 2019

## Rationale

At George Fentham Endowed School we believe assessment is fundamental to being able to extend and challenge children's learning so that they can fulfil their potential.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments, whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and/or SEND. However, we do analyse the achievement of different groups in order to ensure that we meet individual and group needs.

## Principles

1. **Assessment is at the heart of teaching**
  - Assessment provides evidence to guide teaching and learning
  - Assessment provides the opportunity for children to demonstrate and review their progress
2. **Assessment is fair, honest and consistent**
  - Assessment is inclusive of all abilities
  - Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
  - Assessment outcomes are used in ways that minimise undesirable effects
  - Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
  - Assessment judgements are moderated by experienced professionals to ensure their accuracy
3. **Assessment helps drive improvement for pupils and teachers**
  - Assessment and feedback helps pupils in developing their learning
  - Assessments provide meaningful and understandable information to parents to help them support their children with their learning
  - Assessment supports teachers in planning teaching and learning sequences which develop pupils' knowledge, skills and understanding of key concepts to a deep level
  - Assessment provides meaningful and understandable information to school leaders and governors in planning and allocating resources
4. **Assessment produces recordable measures which can demonstrate comparison against expected standards and reflect progress over time.**



## Types of Assessment

**Formative:** This is the on-going assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. We use LO (learning objective), SC (success criteria) and NS (next steps) to ensure that children have ownership of their work. (See GFES Marking Policy).

**Summative:** We complete formal summative assessments at the end of each term to measure pupils' knowledge, skills and understanding of key concepts.

- In English and Maths these assessments include Abacus Assessments and independent writing tasks. We are also currently exploring further assessments in Maths and Reading to be used on a regular basis.
- In foundation subjects, we complete SMZ sheets in all subjects at the end of each unit of work. These assess children's knowledge and understanding in a specific area of learning.
- From Autumn 2019 School has implemented a new data tracking system. Insight Tracking is now being used to monitor and assess attainment and progress in Reading, Writing, Maths and Science at KS1 and KS2.

**Assessment for Learning:** Teachers and teaching assistants use a variety of strategies to inform them about their pupils' current level of understanding and progress in a lesson. These strategies may be used at the outset of the lesson, during and within it and at the end of the lesson or unit of work.

Strategies may include:

- Use of LO and SC
- Mini whiteboard work
- Traffic lights
- Targeted questioning
- Use of 'lolly sticks' for random questioning
- Feedback that links to the success criteria
- Children's comments both written and oral about their progress
- Talk partners
- Peer and self-evaluation

The results of assessment for learning are used to adapt and modify teaching to ensure children are challenged and supported in their on-going progress and acquisition of key skills and concepts.

## Assessment in the Early Years Foundation Stage

On entry to the school in either Nursery or Reception the children will be assessed to provide a baseline of their knowledge and skills. Baseline assessments will be completed by the fourth week after the children have arrived in the school. The results are used to inform planning, set targets and aid the early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the *Early Years*



Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded on the Development Matters Grids. In Nursery and Reception observations and photographs are recorded on *Simple software* to provide a database of information on each child linked to the different areas of learning. This data is used to make assessments which are then entered onto the Early Years Tracker 4 times a year: baseline (October), end of autumn term (December), End of Spring Term (March) and End of year (June/July).

In Reception there are 17 ELG (Early learning Goal) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG practitioners must judge whether a child is meeting the level of development expected at the end of Reception Year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). This data is reported to parents and the Local Authority.

### **Records and Record Keeping**

Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teachers' planning
- Children's work / books
- Teacher's notes eg. Annotated planning and weekly planning evaluations
- Insight Tracker – started Autumn Term 2019
- Early Years Tracker – on-going assessment grids for the EYFS areas of learning completed by Nursery and Reception staff
- Foundation subject assessments (SMZs) – kept termly or at the end of each unit of work
- Target Groups - focused Teacher/TA intervention for specific identified children
- Needs Based Plans (NBPs)



## **Marking**

Marking follows the school's Marking Policy and codes.

Marking directly relates to the area of learning's objective/success criteria. Its primary aim is to ensure that a pupil can move forward in their learning and teachers know what the gaps are so that they can be supported in the planning process. Time should be given in lessons for the pupils to review and respond to the marking ahead of the next session.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and to be able to identify and review their own next steps (with guidance from the teacher).

Strategies for feedback may include:

- Teacher/Pupil conferencing
- Teacher's focused questioning
- Peer/self-marking and editing that directly link to the success criteria
- Pupil questions and comments that link directly to the success criteria
- Pupil review of learning objective and success criteria in self-assessment
- Use of Next Steps in marking
- Teacher in-depth marking

*Please see Marking Policy for more details.*

## **Standardisation / Moderation**

The process of moderation is an essential part of any assessment system. At George Fentham, teachers are involved in the moderation process to ensure agreement on criteria for making judgements about work in the following ways:

- With colleagues in school
- With colleagues from other schools within the Rural South Solihull Partnership
- By attending LA moderation sessions to ensure our judgements are in line with national expectations

School portfolios of moderated work will be kept by subject leaders and FKS Leader.

## **Reporting**

Reports promote and provide:

- Good home / school relationships
- Information to parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents once a year at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the George Fentham Curriculum. Comments are also linked to BLP (Building Learning Power) capacities, reflecting on the child's learning behaviour.



## **George Fentham Endowed School**

Hampton in Arden

For children in Reception, Year 1 and at the end of Key Stages 1 & 2 the results from national assessments are also provided.

Parents are invited to attend a “Meet the Teacher” evening at the start of the school year. Teachers share details about the year group’s curriculum, homework, trips and routines. Parents are also provided with advice on how they can support their child at home.

At the start of each term, a curriculum overview sheet is sent home, and is available on the school website, to provide parents with guidance about the curriculum being covered.

Parents are invited to attend formal consultations (Parents’ Evenings) during the autumn and spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

**Alison Edmeades (Data & Assessment Lead)**

**Policy agreed by Governors: November 2019**

**Policy to be reviewed: Autumn Term 2021**