



“Let your light shine”

**Frieth C.E.C. School  
Assessment Policy**

**Date implemented:**

**Member of staff responsible:** Headteacher

**Designated Governor:** Jill Dean

**Headteacher’s signature** .....

Review date: July 2022	signed: Martin Gosling	date: 4.7.22
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## Frieth School Vision statement:

*‘...Your light must shine before people,  
so that they see the good things you do.’*

*Matthew 5:16*

## Science Vision Statement:

Develop curiosity to inspire tomorrow’s scientists.

## Values:

These are the Christian Values that you believe are both taught and learnt in our school.

Kindness  
Honesty  
Creativity  
Responsibility  
Resilience  
Respect

## Intent

### Introduction

Assessment is at the heart of effective learning and teaching and our assessment procedures recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process. Assessment within this school leads to both challenging and supportive activities where children are encouraged to develop self-assessment thus helping them to become motivated and independent learners.

### Principles

Assessment is based on and matched to clear learning objectives and related success criteria. Assessment is shared with a wide range of people to provide valid information: teachers, children, parents, governors, Local Authority, Ofsted, DfE, other schools and outside agencies.

*In our school we seek to assess the children’s learning in terms of:*

- The knowledge, concepts, skills, strategies and attitudes they have developed.
- Their attainment within the National Curriculum 2014 & the Early Years Foundation Stage Statutory Framework 2024.
- Their wider achievements in curricular, social and emotional settings.

*In our school we aim to give all children every opportunity to show what they know, can do and understand by:*

- Using a variety of assessment techniques to gain a wide range of evidence.
- Using national standardised tests and tasks.
- Considering the needs of all children.
- Developing a feedback policy which ensures communication between child and teacher and consistency throughout the school.

### Types of assessment

The final report of the commission for ‘Assessment without Levels’ states that there are three broad overarching forms of assessment, each with its own purposes.

1. Day-to-day in-school formative assessment, for example:
  - *Question and answer during class*
  - *Marking of pupils’ work*

- *Observational assessment*
  - *Regular short re-cap quizzes*
  - *Scanning work for pupil attainment and development*
  - *Self and peer assessment*
2. In-school summative assessment, for example:
    - *End of term tests*
    - *Short end of topic or unit tests*
    - *Reviews for pupils with SEND and disabilities*
  3. Nationally standardised summative assessments

## **Implementation**

### **Reception Baseline Assessment (RBA)**

A baseline assessment is carried out within the first 6 weeks of the autumn term and is used to assess individual pupil's starting points and inform planning for development.

### **EYFSP (Early Years Foundation Stage Profile)**

The EYFS Profile is a statutory assessment of children's development at the end of the reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS.

**At Freith, we use the Windscreen Model to track children's development in early years. The model works by providing a clear, visual overview of each child's and progress across the Early Years Foundation Stage (EYFS).**

### **Formative Assessment in EYFS**

Formative assessment is carried out through:

- Child-initiated activities
- Collaborative child led group work
- Personalised learning activities
- Small group teaching
- Adult-led activities
- Recorded work

### **KS1 and KS2 Nationally Standardised Summative Assessments**

- Year 1 Phonics Check
- National Curriculum teacher assessments at the end of Key Stage 1
- Year 4 Multiplication Tables Check
- National Curriculum tests at the end of Key Stage 2

### **KS1 and KS2 In School Summative Assessments**

- Termly NFER tests: Reading, Maths and Spelling, Punctuation and Grammar (SPaG)
- SATs assessments (past papers) for Year 6 and Year 2
- Fortnightly Mental Arithmetic tests for Years 2-6
- Annual VR and NVR tests for Years 4-5
- End of Year Summative Assessments in Reading, Writing, Mathematics, Science and R.E.
- End of year Summative Assessments in all foundation subjects (including PSHE) using the Progression of Skills Maps for each individual subject to make judgements.

### **In School Formative Assessments:**

Assessment is a continual process and is an integral part of the learning and teaching activities in the classroom.

- questioning – directed, open ended, deeper level and enquiry
- quality marking and feedback
- pupil voice – pupil response to feedback in books and discussion
- discussion with an individual or group of children
- observation of a specific task
- supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/computation/ drawings etc.
- listening as children report their findings and ideas e.g. in a plenary session
- a teacher’s written dated comment of a child’s individual or group performance in an assessment situation
- use of frequent short tests to identify gaps and further teaching points

All of the above elements contribute towards teachers’ judgements of children’s progress and is recorded termly using a formal tracking system on INSIGHT Assessment. These judgements are then used to determine ‘Focused Children’ (children who require additional support/targets to achieve their potential as identified by the class teacher). Actions are then taken, recorded, monitored and evaluated on a termly basis e.g. discussions during Pupil Progress Staff Briefings and Whole Class Provision Map Evaluation

## **SEND**

At Frieth School we also use other forms of assessment during the school year, some of which may be covered by outside agency staff. Diagnostic assessment enables learning difficulties to be scrutinised and classified so that appropriate support or strategies can be provided; for example, spelling age assessments and Specialist Teaching Service assessments.

## **Moderation**

Moderation processes are used to ensure that:

- discussions are held between teachers to decide what constitutes evidence of attainment;
- agreement trials are held within the school and between schools – National and Local Authority exemplification materials are used to assist this process.

## **Records**

Records are kept in the following ways:

- Year Group Assessment folders by the Headteacher
- Network assessment folders for each year group
- Online assessment platform ‘INSIGHT Assessment’
- Tapestry in EYFS to record individual or group observations of pupils

## **INSIGHT Assessment**

Pupils’ attainment and progress **in all subjects** is tracked using ‘INSIGHT Assessment’ which is an online system for recording formative and summative assessments for individual pupils. This includes data for standardised scores, teacher assessments and book bands. Teachers generate whole class reports at the end of each term to show and compare pupils’ attainment and progress.

## **Reporting**

The education of the children in the school is considered to be a three-way partnership between parents, children and teachers. To support this, regular opportunities, both formal and informal, are provided for the child's progress, attainment and achievement to be reviewed.

Formal reporting takes the following forms:

- Autumn and Spring term consultation evenings where parents are offered a time for personal discussion with the teacher.
- An annual written report by the class teacher to the parent detailing the child's attainment in all subject areas. The report sets general comments on: attitudes to learning, relationships, behaviour, key strengths and areas for development.
- At the end of the Key Stages additional information is provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information is also being provided at this time.
- A summary of school results is made available to governors, Local Authority, Ofsted and DfE, according to statutory regulations.
- The school website also contains the above information and serves to inform the wider public.

## **Impact**

Effective assessment, recording and reporting will enhance the learning of our children because it:

- Actively involves the children in their learning through discussion, provision of information about progress and ensuring children are aware of the purposes of teaching.
- Motivates the children through success/achievement.
- Highlights strengths and areas of development together with strategies to manage them.
- Provides reliable and credible information to support continuity and progression in the learning process.
- Provides valid information to assist when setting individual targets.

Equally it aids and supports the teachers in evaluating their teaching by indicating:

- Strengths and areas of development in the teaching programme (content).
- The next steps in the teaching programme.
- Strengths and areas of development in the teaching style (method).
- Children who require support and children who require extension.

## **Monitoring**

The process of monitoring and evaluating the curriculum is the responsibility of the Headteacher, SLT and SDP Working Group in line with the School Development Plan. Regular work scrutiny and monitoring of planning is carried out in English, Mathematics, Science, PSHE, History and Geography, and R.E. Reviews of assessment procedures are carried out by the Headteacher and Assessment Coordinator. Teachers will report their assessment evaluations to the Headteacher. The Headteacher will evaluate whole school progress based on assessment to the Curriculum Committee and the Full Governing Body through the School Evaluation Form.

## **Related policies**

Teaching and Learning

Curriculum  
Equal Opportunities  
Individual subject policies

## Appendix 1: calendar

SEPTEMBER	Create Whole Class Provision Maps 11+ Reception Baseline Assessment (RBA) Pupil Progress Staff Briefing
OCTOBER	EYFS Speech Link and Infant Link Year 1 Phonics Check monitoring NVR & VR for Years 4-5 Year 6 mock SATs
NOVEMBER	Book scrutiny: Maths, English, PSHE, R.E.
DECEMBER	Year 2 autumn NFER tests: Reading and Maths Years 3-4-5 autumn NFER tests: Reading, Maths, SPaG INSIGHT - end of term attainment and progression data and reports Pupil Progress Staff Briefing Whole Class Provision Map Evaluation
JANUARY	Moderation of RE and Science Year 1 Phonics Check monitoring
FEBRUARY	Year 6 mock SATs Year 2 mock SATs Book scrutiny: Maths, English, History & Geography, Science
MARCH	Year 1 spring NFER tests: Reading and Maths Years 3-4-5 spring NFER tests: Reading, Maths, SPaG INSIGHT - end of term attainment and progression data and reports Pupil Progress Staff Briefing Whole Class Provision Map Evaluation
APRIL	Year 1 Phonics Check monitoring Book scrutiny: Maths, English
MAY	KS1 and 2 Statutory Assessments Years 3-4-5 summer NFER tests: Reading, Maths, SPaG Early Years Foundation Stage Profile
JUNE	KS1 Phonics Check Year 4 Multiplication Tables Check INSIGHT - end of year teacher assessment for foundation subjects INSIGHT - end of term attainment and progression data and reports Pupil Progress Meetings Whole Class Provision Map Evaluation
JULY	Completion of Annual Reports Handover meeting
CONSTANTS	PM Benchmarking for individual readers Fortnightly mental arithmetic tests (Test Base) for Years 2 - 6